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ABSTRACT

Divided into three major sections, this description of career and vocational education in small Oregon schools includes the following: (1) Introduction and Implementation (describes career awareness for grades K-6, career exploration for grades 7-10, career preparation for grades 11 and 12, and career education requirements for graduation and implementation procedures for curriculum, awareness, exploration, vocational clusters, special vocational programs, home economics, industrial arts, individualized instruction, interdisciplinary approach, guidance, community, advisory committees, vocational student organizations, safety considerations, and evaluation and assessment); (2) Small Schools Career Education Developmental Project (the three pilot career education projects, now in their third year, are described in terms of differing programs at the Amity, Condon, and Lost River, Oregon sites); (3) Career and Vocational Education Profiles (career awareness and career exploration; career exploration at the high school; business; construction; cooperative work experience; distributive education--marketing; diversified occupations; food service; forest products; graphic communications; health occupations; home economics; industrial arts; industrial mechanics; manufacturing technology; service occupations; special vocational programs; vocational agriculture; shared services specialized program for the handicapped). (JC)

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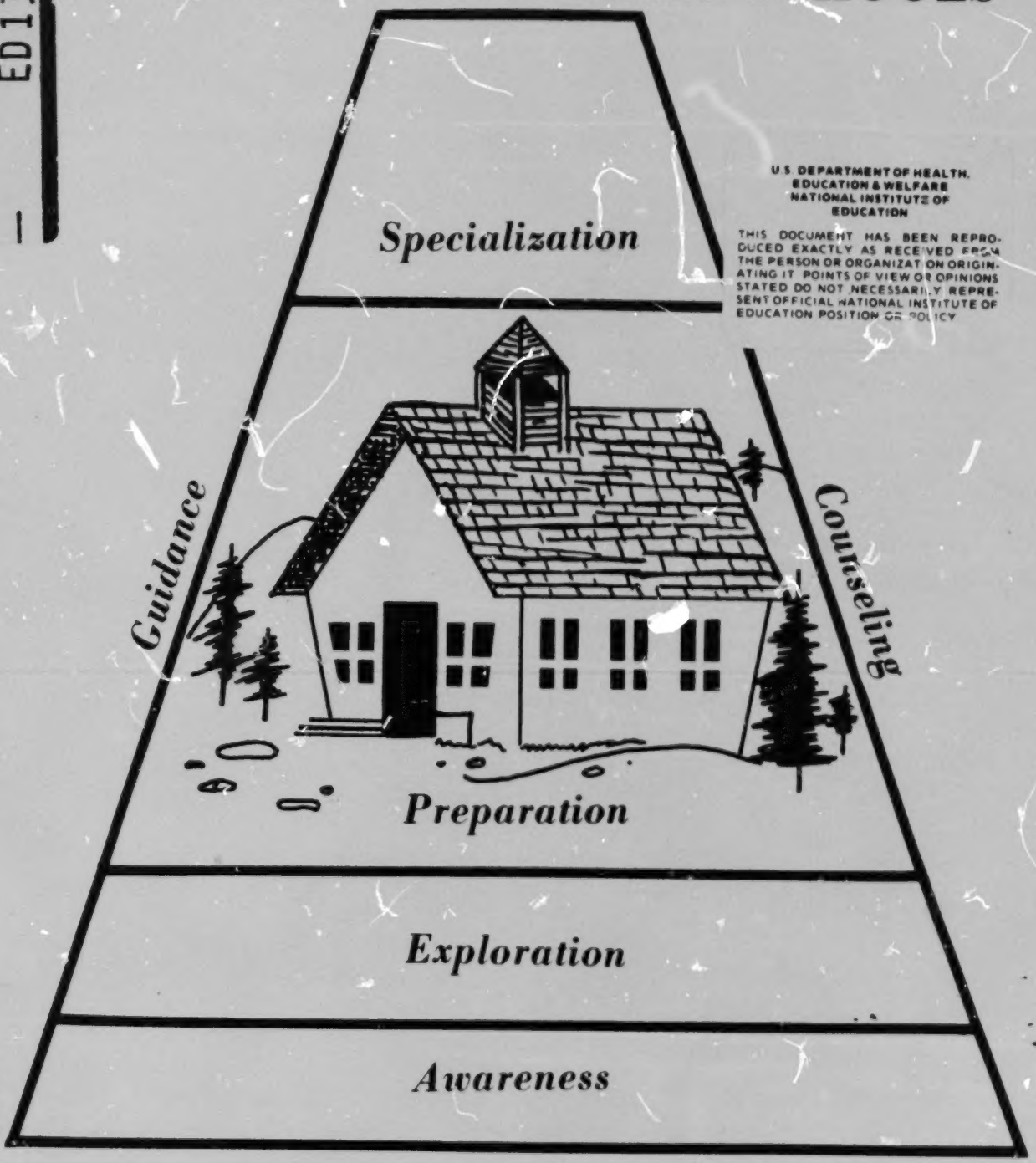
CAREER AND VOCATIONAL EDUCATION FOR SMALL SCHOOLS



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CAREER AND VOCATIONAL EDUCATION FOR SMALL SCHOOLS: A GUIDE FOR PLANNING AND IMPLEMENTATION

prepared by

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1977

This book is a prime example of a successful career education program in a small school. The cover was designed and the book printed by Don Myers and his offset lithography class at Wahtonka High School, Chenowith School District, The Dalles, Oregon. See the profile of their course on page 56.

CONTENTS

FOREWORD vii

PART 1. INTRODUCTION AND IMPLEMENTATION

CAREER AND VOCATIONAL EDUCATION FOR SMALL SCHOOLS . . . 1
Career Awareness 4
Career Exploration 5
Career Preparation 5
Career Education Requirements for Graduation 6

IMPLEMENTATION 7
Curriculum 8
Awareness 10
Exploration 10
Vocational Clusters 11
Special Vocational Programs 11
Home Economics 13
Industrial Arts 14
Interdisciplinary Approach to Career Education 15
Individualized Instruction 16
Guidance 16
Community 18
Advisory Committees 19
Vocational Student Organizations 20
Safety Considerations 20
Evaluation and Assessment 20
Summary 21

PART 2. SMALL SCHOOLS CAREER EDUCATION DEVELOPMENTAL PROJECT

SMALL SCHOOLS CAREER EDUCATION DEVELOPMENTAL PROJECT . . 23
Visitation Request 24
Amity School District 25
Condon School District 28
Lost River High School 31

CONTENTS, Continued

PART 3. CAREER AND VOCATIONAL EDUCATION PROFILES

CAREER AND VOCATIONAL EDUCATION PROFILES 35
CAREER AWARENESS AND CAREER EXPLORATION
- Career Awareness Handbook, Seven Oak School 36
- Elementary Industrial Arts Approach to Career Awareness, Union County Intermediate Education District 36
- Career Exploration Week, Willamina Elementary School 37
- Occupational Versatility, Chenowith Middle School 38
- Student-Managed Learning, Albany Union High District 38
- Upper Elementary Modified Occupational Versatility Program, North Douglas Elementary School 39
- Self Directed Skill Development, Scio Middle School 39
- Career Exploration, Vale Middle School 40

CAREER EXPLORATION AT THE HIGH SCHOOL
- Career Exploration, Huntington High School 41
- Get a Line on a Career, North Douglas High School 41
- Operation Bootstraps, Paisley High School 42
- Speech and Careers, Rainier High School 42
- Four Day Week, Scio High School 42

BUSINESS
- Business Lab I and II, Chiloquin High School 43
- Self-Paced Office Training, Colton High School 43
- Clerical Cluster, Detroit High School 44
- Accounting, Steno - Clerical Open Lab, Dufur High School . . . 44
- Office Occupations, Elkton High School 45
- Office Occupations Cluster, Gilchrist High School 45
- Lester Hill Corporation, Long Creek High School 46
- Business Occupations Skill Center, North Douglas High School . 47
- Individualized Business Laboratory, Rainier High School 47
- Business Education, Sheridan High School 48
- Office Simulation, Union High School 49
- Secretarial/Accounting Cluster Programs, Weston-McEwen High School 50

CONSTRUCTION
- House Construction, Bandon High School 50
- Construction Cluster, Sheridan High School 51

CONTENTS, Continued

COOPERATIVE WORK EXPERIENCE
Cooperative Work Experience, Morrow School District 52
Cooperative Work Experience, Crow High School 52

DISTRIBUTIVE EDUCATION - MARKETING
Marketing, Riddle High School 53

DIVERSIFIED OCCUPATIONS
Diversified Occupations, Crow High School 54
Diversified Occupations, Joseph High School 54
Diversified Occupations, Lowell High School 55

FOOD SERVICE
Food Service, Harrisburg High School 55

FOREST PRODUCTS
Forest Products, Joseph High School 56

GRAPHIC COMMUNICATIONS
Offset Lithography, Wahtonka High School 56

HEALTH OCCUPATIONS
Health Occupations, Taft High School 57

HOME ECONOMICS
Family Life; Child Development; Foods, Home Furnishings and Clothing, Weston-McEwen High School 58

INDUSTRIAL ARTS
Industrial Arts, Elgin High School 59
Woodshop, Griswold High School 60
Electricity-Electronics, Jefferson High School 60
Industrial Mechanics, Jefferson High School 61
Metals, Jefferson High School 61

INDUSTRIAL MECHANICS
Industrial Mechanics Cluster, Willamette High School 61
Industrial Mechanics, Yamhill-Carlton High School 62

MANUFACTURING TECHNOLOGY
Manufacturing Technology, McKenzie River High School 63

CONTENTS, Continued

SERVICE OCCUPATIONS
Service Occupations, Taft High School 63

SPECIAL VOCATIONAL PROGRAMS
Vocational Boatbuilding, Bandon High School 64
Welding, Mitchell High School 65

VOCATIONAL AGRICULTURE
Vocational Agriculture, Enterprise High School 65
Vocational Agriculture, Weston-McEwen High School 66

SHARED SERVICES
Area Vocational Center, Clatsop Intermediate Education District . 67
Six-District Cooperative Individualized Instruction Project, Coos Intermediate Education District 68
Project GRASP, Marion Intermediate Education District 70
Cluster Exchange, Sheridan High School 70
SIXCO Project, Baker, Grant, Harney, Malheur, Union and Wallowa Counties 71

SPECIALIZED PROGRAM FOR THE HANDICAPPED
Career Education Program K-12, Oregon State School for the Deaf 72

APPENDIXES

APPENDIX A - RAINIER HIGH SCHOOL GRADUATION REQUIREMENTS 75
APPENDIX B - SUGGESTED APPLICATION FOR EARLY GRADUATION . 81
APPENDIX C - CAREER PREPARATION DEVELOPMENT CENTERS . . . 83
APPENDIX D - REGIONAL CAREER EDUCATION COORDINATORS . . . 85
APPENDIX E - BIBLIOGRAPHY 87

FOREWORD

When Oregon began its emphasis on career education in 1969, very few small schools had any "vocational" offerings besides business classes, home economics, industrial arts, and agriculture. There were notable exceptions, of course, at such high schools as Bonanza, Elgin, Mohawk, McKenzie, and others. An area vocational center begun in Clatsop County included small schools, along with the larger districts in the county.

Now, vocational education is recognized as a component of the total career education design which should encompass the entire curriculum from kindergarten through a student's entire formal education. Great strides have been made the past eight years.

The Small Schools Career Education Developmental Project was funded by the Department of Education for three years to develop and implement ways of furthering career education in Oregon's small schools through the selection of and assistance to three developmental sites strategically located throughout the state.

Representatives from the three developmental site schools and others from small schools having exemplary programs formed a developmental assistance team to prepare this publication.

Our thanks to the many schools who contributed by sending profiles of their career education programs and activities to be included, and special acknowledgments to Don Myers and his offset lithography class at Wahtonka High School who designed the attractive cover and printed this book.

We hope this publication will be of help to you, the practitioner, in your quest for continued improvement.

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Part 1 INTRODUCTION AND IMPLEMENTATION

CAREER AND VOCATIONAL EDUCATION FOR SMALL SCHOOLS 1
Career Awareness 4
Career Exploration 5
Career Preparation 5
Career Education Requirements for Graduation . . . 6

IMPLEMENTATION 7
Curriculum 8
Awareness 10
Exploration 10
Vocational Clusters 11
Special Vocational Programs 11
Home Economics 13
Industrial Arts 14
Interdisciplinary Approach to Career Education . . . 15
Individualized Instruction 16
Guidance 16
Community 18
Advisory Committees 19
Vocational Student Organizations 20
Safety Considerations 20
Evaluation and Assessment 20
Summary 21

CAREER AND VOCATIONAL EDUCATION FOR SMALL SCHOOLS

There is no question that career and vocational education programs for small schools are of prime importance. The Small Schools Needs Assessment completed November 1973 by the Small Schools Task Force, appointed by the Oregon Department of Education, surveyed 215 school districts and 29 parochial high schools. Teachers, administrators, and school board chairmen were contacted, and their responses separated into classifications: all respondents, superintendents, secondary principals, elementary principals, secondary teachers, elementary teachers, school board chairs, small elementary districts and parochial schools. Of the 27 specific needs listed on the questionnaire, only one appeared as one of the top ten priorities in every category--"To establish practical career education programs, K-12."

The Task Force recognized that small schools have many needs which are not necessarily different from those of larger schools, but are more difficult to resolve because of the frequent lack of specialized personnel, limited resources and, in many cases, remoteness.

A "small" school was defined by the Task Force as having a maximum average daily membership (ADM) of 1,000 for the district or high school attendance area, K-12; the 31 unified districts without an operating high school; and the small elementary districts and union high districts with 350 or fewer ADM. Nearly two-thirds of Oregon's school districts fall into this definition, representing 1,100 school board members, 3,228 certified people, and 50,546 students.

The Career and Vocational Section worked with eight experimental schools to develop the first career clusters in our state. The first formal assistance in developing career education plans specifically for small schools was the 1970 small schools summer institute, "Career Education for Small Schools," co-sponsored by the Department of Education and the Oregon Small Schools Program.

Over 700 people attended one-day regional conferences in February 1971 in Baker, Helix, Boardman, Portland, Riddle, Salem, and Harrisburg. Each of these meetings featured Chuck Dymond, Regional Career Education Coordinator for Clatsop and Tillamook Counties, speakers from industry, and student panels to provide input and stimulate the small schools' direction.

Although each conference had a different speaker from industry, what these speakers had to say was very much the same. They represented lumber mills, agriculture, forest service, manufacturing, food processing,

atomic energy, and construction. They stressed that entry level skills might vary from no training at all to college graduation, depending on the business, but certain qualities should be present in all employees:

- GOOD ATTITUDE Employers look for enthusiasm, ambition, diligence. They don't want workers who feel that business owes them a living, whether they produce or not.

- INITIATIVE Employees with goals are more productive. Statistics show they may change occupations as many as five times during their lives; their goals will probably change, too.

- RESPONSIBILITY Valued employees admit it when they make mistakes. They are willing to assume responsibility in their work and in their personal lives.

- KNOWLEDGE OF BASIC SKILLS Workers must have basic skills in communication (writing, reading, listening) and arithmetic to comprehend informational material and follow instructions. They should be able to separate fact from opinion and state facts as they are.

- DEPENDABILITY Employers want people with good work habits: punctuality, a minimum number of absences, and the ability to work without direct supervision.

- ADAPTABILITY AND WILLINGNESS TO LEARN Actual industry practices may vary from theory; therefore, it is imperative for employees to be aware of changing situations, be receptive to new ideas, and understand there is more than one way to perform tasks. New employees enter a new culture, complete with new vocabulary, facilities, and techniques.

- ACCURACY Successful employees are precise. They inspect their own work and assume responsibility for quality products.

- GOOD SAFETY HABITS Good safety habits are just plain practical for employees, both on the job and in their personal lives.

- AWARENESS Young people entering the work force should be aware of the world around them, as well as their own occupations.

- GOOD APPEARANCE Unskilled workers as well as professionals should be particular about their appearance and how they present themselves to others.

- LOYALTY Employers and supervisors value employee loyalty.

- ABILITY TO GET ALONG WITH PEOPLE The majority of problems in business and in other aspects of life are "people problems"; therefore, employees who can work well with others are vitally needed.

- EDUCATION Employees who know more than just the job for which they are trained will "get ahead" faster. To prepare for their careers, then, students should pursue a well-balanced curriculum which includes the basics, humanities, various disciplines, and specific career preparation offerings.

- ADEQUATE PREPARATION People must determine the education, training, and/or physical characteristics required for the work they seek, whether the jobs are unskilled, skilled, technical, or professional.

- KNOWLEDGE OF THE FREE ENTERPRISE SYSTEM Industry would like their employees to know about the free enterprise system and its importance in the initial and continuing development of our country. It is a perishable commodity and should not be taken for granted. New ideas are developed and researched in industry. There is nothing dirty about profit; working people help create profit and benefit from it.

It was frequently mentioned by the speakers that although today's students are smarter, they are generally not as well prepared for work.

Regardless of the size of your school, skills for most of these career requirements can be taught by making them a part of your present curriculum. As many vocational offerings as possible should be available to your students, too, depending on their interest and your district's resources and constraints.

Employers' viewpoints support the philosophy of career education advocated by the Oregon Department of Education. The individual must learn to function effectively in the identified life roles: learner, individual, producer, citizen, consumer, and family member.

The 1975 Oregon legislature passed Senate Bill 200 which defined career and vocational education:

> SECTION 8. (1) Career education is defined as that education which links learning activities with jobs along the entire range of skills from subtechnical to the professional career and is an

integral part of the total education program. Career education provides the learning experiences needed to make effective career choices and to develop the attitude, knowledge, and skills that enable persons to perform successfully in the producer (occupational) role and to assist them in other related life roles. It progresses through the steps of awareness and exploration of work, preparation for a broad range of occupations and specialization in a specific occupation.

(2) Vocational education is defined as a component of career education which offers specific skill training in a wide variety of subtechnical, technical and subprofessional skills to prepare individuals for gainful employment. It is completed initially at the high school level or in a post-high school technical institution, community college, or apprenticeship program and may continue through skill upgrading or retraining for a new job.

The major focus of career education is the role of the producer. The curriculum should provide learning experiences to develop awareness of the vast number of choices available in career selection, provide exploratory opportunities, and teach skills for the student's occupational choice at the appropriate interest and comprehension level. Full development of the student's ability to perform as a producer will complement his/her growth in the other, related life roles. If necessary, special equipment, techniques, and facilities should be provided to enable full participation by disadvantaged and handicapped students.

Career education--awareness, exploration, and preparation--is a lifelong pursuit, but special periods of emphasis may smooth the process.

Career Awareness (Grades K-6)

In a career-focused curriculum, career awareness is not a separate subject, but is developed in each classroom within the traditional subject matter areas. The scope of the subject is changed somewhat to incorporate consideration of the many occupations related to that topic. For instance, on a regular science field trip, add the dimension of career by discussing what occupations would need to know these things about science. Also, the dignity of work is stressed by examining contributions to society of a variety of occupations. Children are encouraged to examine personal needs and preferences in relation to various occupations and actively participate in:

- Making decisions that relate to their own career development

- Discovering their occupational aptitudes and interests
- Identifying the way(s) they learn best
- Expressing their self-awareness as it relates to career development, occupational interest, and the role of the producer

Career Exploration (Grades 7-10)

Career exploration builds, providing an increasing depth of experiences. Self-review of interests, aptitudes, attitudes, and abilities relating to the many careers available is assisted by the use of such instruments as the Ohio Vocational Interest Survey (OVIS), the General Aptitude Test Battery (GATB) with Interest Check List, and Kuder Interest Tests. To maximize benefits from the career exploration phase, there should be orientation and in-depth, on-site exploratory experiences in representative occupations. Exposure must be sufficient to provide insights into the total cluster of related occupations as a possible means of livelihood. All students should be exposed to as many clusters as possible to provide the framework for selection of a single or special cluster program as preparation progresses for skills training.

Guidance and counseling services are a must throughout the career selection process, especially during the exploration phase. Development of decision-making skills and sound career planning can give definite direction to the remaining years of formal schooling, even though plans made at this stage are tentative.

Career Preparation (Grades 11 and 12)

Career preparation focuses on learning skills for a chosen career area. Students are assisted to:

- Apply their experience to solve daily problems
- Develop leadership skills through participation in a vocational student organization (if applicable)
- Develop acceptable job attitudes
- Participate in a work experience program
- Develop skills and knowledge necessary for entry level employment or advanced career training

Career Education Requirements for Graduation

Oregon Administrative Rule 22-226 states, "Each local district enrolling students in grades 9 through 12 shall implement Board-adopted high school graduation requirements beginning with the graduating class of 1978." Students must complete 21 units of credit, including one unit of Career Education.

This places the responsibility upon every high school district to determine the hours of instruction it will require and the indicators of performance it will accept as evidence of being able to perform at specified competency levels.

State guidelines suggest that the minimum general career competencies include:

- Demonstrating habits necessary to function effectively in chosen career areas
- Recognizing the importance of positive attitudes toward work
- Being able to maintain acceptable interpersonal working relationships
- Being able to make appropriate career decisions
- Having the minimum skills necessary to obtain employment in chosen career areas

Many options are available to school districts to assist students in meeting the requirements that have been set for them. Some districts have determined to allow career development credit for experiences in such areas as occupational cluster programs, certain vocational classes, off-campus experiences, specifically designated courses, special predetermined projects and various independent study programs. Local districts are encouraged to adopt those approaches which they feel will most effectively prepare students for their future roles as producers of goods and/or services and successful participation in associated roles.

Appendix A, page 75, shows an approach that one Oregon district has adopted in meeting the career development competencies. This does not include all of the many approaches, but is representative of the kinds of programs used by Oregon schools. If additional information is desired, it can be obtained by contacting that district.

IMPLEMENTATION

The process of initiating a career education program is no different from initiating any other, except that it can and should involve every aspect of the curriculum in at least a subtle way. After all, preparing our students for the future is the educator's reason for existence.

In a successful career education program, the superintendent, board of education, teachers, the designated career program coordinator, representatives from the community, and students make it a unified, well thought out effort. Suggestions for getting started are to:

- Designate a person to be responsible for developing the program and provide the necessary release time
- Publicly express a commitment to career education
- Establish a steering committee made up of representatives of the school and community
- Develop the philosophical basis and general emphasis of the career education endeavor for your particular district
- Conduct needs assessments of the school, students, and community served by your school
- Establish the long- and short-range goals of the program
- Identify any obstacles which may impede the implementation process and devise a means of removing or working around them
- Establish the product objectives and state them in terms which will assure accountability for the program, including objectives for: overall program, both process and product; career awareness; career exploration; career preparation; and community
- Develop a comprehensive evaluation design

In designing the program and its objectives, the administrator or the career coordinator should systematically involve teachers, principals, counselors, students, parents, the board of education, and members of the community. Often in a small school, a teacher interested in career education who knows the community and has a good rapport with the entire staff is designated to coordinate the program.

Goals and objectives should be fully explained to all of the district staff--administrators, teachers, aides, secretaries, cooks, custodians, bus drivers, and any others. Students must be well informed about changes in the program and how they will be affected. Well informed staff members and students can be your biggest asset in selling a new program; if they are misinformed or uninformed, they can be your biggest liability.

Teachers and administrators involved directly in the program should have adequate inservice and preparation time. They should be given the opportunity to visit similar programs in other schools, and specialists should be brought in to assist them. They should be encouraged to give input for revising, expanding, and amending program objectives. If you have people with experience in career education program development available to you, use them.

As in any other program, start on a small, sound basis and expand. Start with the teachers who are interested and enthusiastic and let them serve as examples to others who are not as easily convinced.

Both physical and academic provisions must be made to provide for disadvantaged and handicapped students so they can participate as fully as possible in the career education program.

Curriculum

Career education concepts should be incorporated into all areas of the curriculum, with particular attention to the academic, as well as the vocational. Focus on the career implications of all academic areas of instruction. Regardless of the approach you use to do this, career education curriculum activities should be student-centered, lively, varied and should contribute to career development and decision-making abilities of students. Here are some suggested activities:

Interviews
Skits
Theme writing
Bulletin boards
Debates
General discussion
Small group discussion
Individual or group study
Movies, filmstrips, slides, overhead and/or opaque projections
Committee work
Oral reports

Newspaper articles
Field trips
Collection of want ads
Writing want ads
Employment Security Commission job lists
Exhibits
Collection of materials
Observations
Role-playing
Resource people
Brainstorming
Games
Research projects
Demonstrations
Illustrations
Lists of occupations
Radio and TV programs
Projects
Chalktalks
Panel discussions
Making files
Tests
Problem solving activities
Preparation of charts and graphs
Window displays
Writing letters
Assigned reading
Thought problems
Preparation and presentation of speeches
Notebooks
Scrapbooks
Lectures
Simulated work activities
Preparation of personal resume

The concepts of awareness, orientation, exploration, and the development of curriculum materials should apply to all grade levels, kindergarten through post-secondary and adult education. Curriculum development takes time and money. Immediate fiscal impact will be felt to provide:

- Released time for teachers to plan and develop curriculum
- Remuneration for teachers to work during the summer
- Smaller class loads
- Individualized instruction opportunities

- Equipment and supplies
- Printing of the new curriculum materials developed
- Continuous curriculum revision for students as they move through the program

Awareness

There must be a thousand and one (or more) ways to weave career awareness into the traditional subject areas of reading, language arts, social studies, science, mathematics, art, music, physical education, health, etc.

Start children's awareness by having them look at themselves and their families, then the people they recognize in the community. Direct their thinking to the world of work in relation to this frame of reference.

Design activities and learning experiences to help students attain the outcomes set forth by the Department of Education in their publication, Implementing Career Awareness in the Elementary School.

Exploration

The essential elements of a career exploration program are listed below, and it is recommended that students gain experiences in each of the areas. To provide less than this will result in students not being adequately prepared to begin the occupational preparatory process.

- Basic knowledge of economics as it affects work and living
- Self-understanding of occupational interests and aptitudes
- Decision-making as it applies to career selection and preparation
- Basic knowledge of the occupational clustering process and the available clusters
- Understanding of and first-hand experience with the basic knowledge and skills common to each cluster
- Observation of and participation in on-site work experiences in occupations that are representative of the clusters or job families within the students' areas of interests

At this stage of educational development, most of the resulting knowledge and skills will serve a dual role, that of providing information and "know how" for immediate and long-range occupational or avocational application; but more importantly, of introducing students to job requirements and compensations as one aspect of the occupational selection process. This information, when coupled with the expanded insight into their interests and aptitudes and an increased understanding of the economics of work and leisure activities, will assist students in selecting those careers in which they are most likely to find success and personal satisfaction.

Vocational Clusters

Oregon guidelines for establishing a vocational cluster require that 10,000 people be employed in the related occupations and the need for an additional 2,000 workers is projected in the next five years. The following are Oregon's approved clusters:

Accounting
Agriculture
Clerical
Construction
Electricity-Electronics
Food Service
Forest Products
Graphic Communications
Health Occupations
Industrial Mechanics
Marketing
Metals
Service Occupations
Stenographic
Special Vocational Programs (described below)

Special Vocational Programs

State approved cluster programs are considered a number one priority in vocational preparatory program development. Many small schools, however, find that clusters are not possible for them. In order to provide small schools with the opportunity to develop programs for their students, an alternative has been approved by the Department of Education, Special Vocational Programs.

Alternative choices within the Special Vocational Programs are: (1) to

determine the skills that are common to two or more occupations from one or more identified cluster areas and develop these as a vocational preparatory program, or (2) to determine the skills of an individual occupation that are common to the local community or identified to be a statewide manpower need and develop these as a vocational preparatory program.

At present, two special vocational programs are approved in Oregon. One is the vocational boatbuilding at Bandon, and the other is welding at Mitchell.

Early in the district's planning for a special vocational program, contact a regional career education coordinator or a Department of Education vocational program specialist for assistance.

These elements are highly encouraged for each program:

- Cooperative work experience
- Appropriate vocational student organization
- Program assessment based on the most appropriate preparatory assessment instruments
- Five-year plan to provide direction

The requirements for an approved, reimbursable special vocational program are:

- Meet for ten instructional hours per week, two credit hours, or the equivalent
- Have an advisory committee as an integral part of the program
- A vocationally certificated instructor in the primary occupation being taught
- Reimbursement will be based only on preparatory experiences
- Students will be reported on the SERVE form the same as any other vocationally reimbursed program. (Identification will be "special vocational program" followed by the area[s] of primary preparation)
- Request for approval for a special reimbursable vocational program must be supported by the district's rationale and data supporting the need for the program

Home Economics

To play a role in career education, home economics in small schools must develop programs which are workable regardless of the problems of limited equipment and staff in school, as well as limited out-of-school resources and training stations. The most practical means of furthering career education in home economics is through exploratory units which provide experience in many areas and in-depth exploration in specific interest areas. Simulated job experiences may be the only alternative in a small school where there is little opportunity for training stations.

A small school usually does not have facilities or staff to provide preparation and training in all home economics oriented occupations. A cooperative effort among several small schools could be made to share responsibility for preparation. For example, each school may specialize and develop a strong program in the areas of clothing services, child care, food services, or hospitality services, and students from the other schools could be transported to the specialized programs of their choice for the career preparation phase. Simulated experiences in lieu of out-of-school training stations might include training for child care aides in the elementary school, food services in the school cafeteria, dressmaking service through a clothing program set up as a business.

Home economics teachers may cover the following components in order to further career education in their small schools:

- World of work

  Good attitudes toward work
  Legal aspect of work
  Formalities of getting work
  Opportunities available through home economics related skills

- Self concept of work

  Personal strengths and weaknesses
  Personal job preferences

- Grooming and health

  Proper posture and grooming for work
  Proper health habits for good mental and physical health at work

- Dual role of women--wage earner and homemaker

  Acquaintance with the dual role of women

Awareness of the changing role of women
Management problems of women who work

- Home economics oriented occupations

  Clothing services and related areas
  Child care services
  Hospitality services
  Food services
  Companion to the elderly
  Homemaker's assistant

- Means of implementing exploratory programs

  Guests who work in each area
  Field trips to work sites
  Demonstration of skills

Industrial Arts

The industrial arts curriculum in a small school should be based on the current and anticipated needs of students. The school should determine where and how the students will be spending their adult lives so the curriculum can be designed for both career and other needs--family and avocational. For some small schools, a quality industrial arts program could be the extent of the vocational offerings. Components include:

- A long-range plan, based on student long-range needs, should be developed. The plan should state the present level of the program and the desired future level, considering needed resources and realistic possibilities of acquiring them. A safety plan should be prepared, containing all elements of student safety, as part of the long-range plan.

- An adequate facility, up-to-date equipment, and good quality supplies should be provided

- The curriculum should encompass as many of the industrial arts areas as practical: materials and processes, mechanics, visual communications and electricity, etc. A broad exploratory experience and in-depth instruction compatible with students' current and future needs, the facilities, instructor, and community should be offered.

- Planned course statements should be prepared for all offerings, stating course content, goals, learner outcomes, and student evalu-

ative procedures. Elements of the state graduation requirements should be incorporated.

- Occupational versatility--individualized instruction--is a necessity if a diversified program is to be offered. Individual packets, assignment sheets, audiotapes, and other AV materials offer broad learning experiences. Student managed learning develops desirable career and personal traits.

- Interdisciplinary activities capitalize on the talents of the staff. Elements of industrial arts can and should exist in other subjects of the school curriculum, such as measurements in math, electricity in science, and crafts in home economics.

- All career education programs should complement one another so that little duplication, repetition, and lost motion occur, and that awareness and exploratory opportunities are made available to younger students. This articulation maximizes the economy of money, effort, and resources.

- Inservice and updating professional skills are mandatory for the industrial arts instructor whose skill directly affects the students' progress.

- Involvement of community resource people is needed to broaden the scope of the program and create desirable relationships between the school and the community.

- Students should have the opportunity to experience real life employment in the various areas of the industrial arts program, through the industrial arts program itself or through a diversified occupations program.

- A periodic, planned evaluation (assessment) to determine if the program is meeting planned goals and student needs should include both on-site evaluation and survey of present and past students in the industrial arts program.

Interdisciplinary Approach to Career Education

Our success in establishing awareness programs can be correlated with the versatility of elementary teachers and the use of established curriculum as the teaching vehicle. Evidence that academic courses and programs are just as valuable for career exploration and preparation as vocational can be seen in the schools which have been able to kindle the interest and

commitment of the entire staff. This interdisciplinary concept of educating our young people for their careers should not be lost when they leave the elementary school, but should be continued throughout their formal education.

Individualized Instruction

The definition of individualized instruction prepared by the Oregon Small Schools Program Individualized Instruction Advisory Team in 1972 follows:

> "Individualized instruction is a way of organizing schooling which recognizes that each individual has his/her own particular background, interests, limitations, needs, learning rate, abilities. It accepts the importance of cooperation and interaction within a group, and stresses the value of the fulfillment of the individual in his/her continuous progress through the curriculum."

This can be achieved in career and vocational education by providing individual packets, assignment sheets, multimedia teaching and learning opportunities, and small group or large group instruction. Students assume the responsibility for their own learning, rather than depending upon the teacher to direct them.

Guidance

Guidance services are essential to career education at all levels. This is often a difficult problem in small schools. Some are fortunate enough to have a full-time or half-time guidance person. Others share guidance services on a countywide basis. In still other schools, the principal or designated faculty member has some time allotted for counseling. A few schools, such as Condon, Cascade Locks, Mill City, Jefferson, and Amity have begun using the group guide system. Whether or not you have a counselor to provide specialized services, the classroom teacher is a necessary agent to guide and counsel students, no matter what size the school.

Guidance services should include:

- Placement, follow-up and replacement activities
- Assistance to students as they relate their personal capabilities to career opportunities (This is especially important for disadvantaged and handicapped students.)

- Provision for a variety of both cognitive and affective means to help students understand themselves and each other, the interdependence of relationships in all areas of our society, the value of a work-oriented society, and the role of choice

- Systematic and continuous assistance to students as they seek to learn more about themselves and their educational and occupational choices and what these choices mean to the student--what is <u>important</u> to me, what is <u>possible</u> for me, and what is <u>probable</u> for me

- Assistance to students in implementing their personal choices

- A closer working relationship with governmental, social service, business, and other community agencies involved in career education

If you have a counselor, here are some suggested activities to enhance a career education program:

- Make available career materials for students and teachers

- Assist teachers in developing career education materials for their classrooms

- Assist in coordination of appropriate field trips and/or obtain resource people to visit the classroom

- Conduct group guidance concerning various aspects of careers:

  Choosing a career
  What to look for in a career search
  How to find a job and keep it
  Developing Understanding through Self and Others (DUSO)
  Post-high school training programs available

- Provide an appropriate testing program for career education, including: achievement testing, interest inventories, and aptitude testing

- Assist the classroom teacher in career exploration activities

- Counsel individuals toward an appropriate career choice, considering interest, ability, aptitude, and job market

- Assist in the development of inservice programs to keep the career education momentum moving

- Assist in program planning, implementation, and evaluation
- Assist in follow-up studies of the career education program

In districts where counselors are not available, guidance can be provided by:

- Assigning an appropriate teacher time to assist students in career decision-making
- Using a "Guide System" where teachers are assigned a number of students to assist in career decision-making (The advisor stays with the students all through high school.)
- Providing as many counselor-type activities as possible within the time and space allowed
- Permitting selected staff members to attend counselor workshops and courses to add to their counseling skills

Community

Community commitment to the career education program is a vital factor in its success. If the community is included in the planning, implementation, and evaluation of the total program, they will feel ownership and be supportive. They can become a part of the educational process by participating in the learning-teaching process, and by extending the school into the community to provide learning experiences otherwise not available.

Small schools, particularly, must seek every resource possible to provide a well-rounded career education program. There are many means to formally organize community people into an active role in the educational program. A few schools, such as Colton, have a full-time employee for this very purpose, but even if you don't have a community coordinator, you, too, can include your community in a practical, beneficial way. Formulate a plan to involve:

- Leaders in business, industry, labor, service, and governmental agencies
- Leaders of minority, disadvantaged, and handicapped groups
- Representatives of newspaper, radio, television and local magazines
- Leaders of fraternal and service organizations

- Leaders in community service
- Representatives of all levels of work--unskilled, semi-skilled, skilled, professional
- Women
- Leaders from other educational agencies in the community
- Representative parents
- Representative students
- Senior citizens

Advisory Committees

One way to include the community is through the use of advisory committees. The advisory committee should be a small, workable group of citizens with a reputation for proficiency and knowledge within the area in which you seek advice. Its only committee authority is the weight of advice. If allowed to function in a truly advisory capacity, it will convey vitality, renewal, and challenge to the curriculum. Almost all schools have advisory committees.

For career education, be sure to include representatives on the advisory committee who <u>are</u> representative in order to get the true picture. Encourage membership by some who might disagree with your own ideas, if their disagreement is based on sound reasoning. A token or rubber stamp advisory committee is of questionable value.

Starting an advisory committee requires careful study and screening of the people who are asked to serve. Certainly, your administrator, fellow teachers, and school board will have suggestions of possible members. Program orientation, while necessary, should be done only as committee members request or indicate a need for it.

Good starting topics include:

- Methods of determining the skill or needs or what is to be taught
- Follow-up and evaluation of graduates to see how well the program is attaining its goals
- Areas or problems of immediate concern--what can the committee do to help you, the program, and the school do a better job

Vocational Student Organizations

Vocational student organizations should develop leadership qualities, cooperation, citizenship, and participation in home, school, and community activities. These formal and informal, out-of-school associations can provide valuable learning experiences and enhance self esteem. The organizations are student-centered, featuring leadership opportunities. Although teachers serve as advisors, vocational student organization success depends upon student participation, defined goals, and plenty of activity.

Many of the organizations are statewide and nationwide, and usually organizational assistance is available to the schools. Reimbursable vocational student organizations are:

- Future Business Leaders of America (FBLA)
- Distributive Education Clubs of America (DECA)
- Vocational Industrial Clubs of America (VICA)
- Future Homemakers of America (FHA)
- Home Economics Related Occupations (HERO)
- Future Farmers of America (FFA)

Safety Considerations

School districts are responsible for the management of a current, comprehensive emergency plan and safety policy program to assure compliance with all local, state, and federal laws relating to safety standards. In addition to safe working conditions, career education programs should provide safety instruction for students and adults as part of their curriculum offering.

Evaluation and Assessment

Both process and product evaluations of a program are essential. Career education is ongoing from kindergarten through post-secondary and adult levels, and evaluation to determine its success or needed revision cannot wait until the first students exit the program and attempt to seek full employment or additional preparation.

Summary

The important elements of a career education program should:

- Include adequate, articulated instruction in career awareness, exploration, and specific preparation
- Reflect the activities, opinions, and demands of business and industry
- Use the interdisciplinary approach
- Meet the state minimum standards for graduation requirements
- Allow each student to develop career interests and abilities
- Have a written commitment by the board
- Have a long-range plan
- Have strong administrative support
- Have representative, active advisory committees
- Provide an opportunity for work experience
- Offer adequate guidance and counseling
- Promote vocational student organizations
- Have a good safety policy program and include safety instruction in the curriculum
- Be constantly evaluating, assessing, and revising the program

Career awareness, exploration, and preparation are vital in setting and reaching satisfying career goals. We make a mistake if we tell our youth to base their decisions on how much money they will make. We need to help them find the kind of work they want to do. Show students as many opportunities as possible for career choices. No matter how hard you try, if students are not interested, they will not accomplish much. Stretch your imagination!

Whether we plan it or not, we are, in essence, giving our students career education in our schools. If we do not have a positive program, we may be allowing them to learn such poor study and work habits that they will never be successful in their careers.

Part 2 DEVELOPMENTAL PROJECT

SMALL SCHOOLS CAREER EDUCATION
DEVELOPMENTAL PROJECT 23
Visitation Request 24
Amity School District 25
Condon School District 28
Lost River High School 31

SMALL SCHOOLS CAREER EDUCATION DEVELOPMENTAL PROJECT

The Small Schools Career Education Developmental Project was funded by the Department of Education for three years. All of the "small" schools were sent a letter inviting them to submit proposals. The letter stated, "The purpose of the small schools model developmental site is to work closely with the Department of Education to develop and implement ways of furthering career education in Oregon's small schools. As developmental sites, the schools selected should develop to advanced models in a relatively short time, and then share ideas with interested persons."

Three schools were selected on the basis of the proposals submitted, administrative leadership, and geographic location. Now, in their third year of the project, the three sites, Amity, Condon, and Lost River, are ready to share their planning, successes, and challenges. Each site has developed a different career education approach, tailored to the needs and resources of the district.

Last year representatives from each site made a project presentation at the Oregon School Boards Association Conference in Portland and conducted two regional conferences, one at Cottage Grove and the other in Pendleton. They also participated in both the 1975 and 1976 small schools summer institutes in Salem. This book is a further attempt to share ideas, answer questions, document the project and assist fellow small schools.

You are invited to visit any or all of the sites, but make an appointment before you go. Use the format of the Visitation Request form on page 24; write to the place you wish to visit, and be sure you receive a confirmation. If time does not permit making arrangements by mail, clear all details of the visit by telephone.

VISITATION REQUEST

Please complete the following information and send to the visitation site two weeks prior to your visit. We request at least one administrator accompany the visiting team.

Date_____

Person in Charge_____

Name of District_____

Name of School_____

School Address_____ Phone_____

Date and time of proposed arrival_____

Length of visit_____

Name of visitors and their school assignments:

Please indicate the specific area(s) you wish to visit:

Awareness_____ Exploration_____ Preparation_____

Total program, 1-12 _____

Please list your major interests and goals for the visit:

What do you want to take back to your district?

Amity School District 4J — Yamhill County
District Enrollment 605

Amity is a small, rural farming district six miles south of McMinnville on Highway 99W. The farming consists of field crops, row crops and some livestock. There are two outlying feeder elementary schools, one elementary school in town, and the high school. Amity is within the Chemeketa Community College District.

The district has completed total career education assessments, involving both inside and outside teams. A student occupational survey developed through advisory committees has been implemented. Pre- and post-testing is done for most classes, grades 1-12.

This career education program relates to the graduation requirements. It is built into the curriculum guides, established into the scheduling procedures, and is part of the Amity graduation requirements for the class of 1978.

The program is made up of the following components:

CAREER AWARENESS

Awareness Advisory Committee
Fifth and sixth grade open classroom concept with a cadre-trained instructor in career awareness
"Career Carrousel"--activities and concepts of career awareness
Pre- and post-test in career education for each grade

CAREER EXPLORATION

Career Exploration Advisory Committee
Economics curriculum for eighth grade, "The Real World of Work"
Modified SUTOE curriculum for seventh grade, "Who Am I?"
Eighth grade Occupational Versatility
Ninth grade Occupational Cruise into four clusters: Agriculture Home Economics, Business, Construction
Ninth grade Cruise Exploratory (CX) English

VOCATIONAL PROGRAMS--CLUSTERS

Home Economics: Food Services, Child Care Services, and Clothing Services
Construction: house building project
Business: Secretarial, Clerical, Accounting
Diversified Occupations
Vocational Agriculture

COOPERATIVE WORK EXPERIENCE

Agriculture and related occupations
Business
Cadet Teaching
Construction
Food Services
Special Education

ADVISORY COMMITTEES

Awareness
Exploration
Agriculture
Business
Construction
Diversified Occupations
Guidance
Home Economics

SPECIAL CAREER/VOCATIONAL CLASSES

EMR "special education" students mainstreamed into vocational programs where possible, i.e., occupational versatility

DIVERSIFIED OCCUPATIONS WORK EXPERIENCE

An 18-week course taught first semester, five hours per week
Supervised work experience second semester, three periods per day with scheduled weekly seminars

LONG-RANGE PLAN

Developed through input from staff, administration, and advisory committees; currently being updated

CAREER GUIDANCE

A functioning advisor-advisee program
Career Guidance Advisory Committee
Career Information Service - Needle Sort
Career Information Service - Inservice Program
Cadre-Trained Career Guidance Director
Ohio Vocational Interest Survey (OVIS) - grades 8 and 11
Armed Services Vocational Aptitude Battery - grades 9 and 11

Student Needs Assessment - all secondary
Graduate follow-up - SERVE and Guidance
College night - seniors

ADVISORY COUNCIL

Being formed to include president and two students representing each advisory committee (listed on page 26)

INSERVICE PROGRAMS

Cadre trained in career awareness
Cadre trained in career guidance
Career education administrators
Career education exploratory (CX) English
Career education concepts

INTERDISCIPLINARY

Cruise English Program
Construction--house building project involves academic disciplines
Agriculture
Home Economics
Business

VOCATIONAL STUDENT ORGANIZATIONS

Future Business Leaders of America (FBLA)
Future Farmers of America (FFA)
Future Homemakers of America (FHA)
Future Teachers of America (FTA)

The greatest change that has been brought about in the district as a result of this project involvement is that nearly all of the staff have taken on the task of assisting youth with career-related information and making a sincere effort to sit down and meet with students one to one to discuss the students' personal concerns in career planning. This contact with students is vital to the success of any educational program.

What is being done differently? Without tampering with the academic emphasis, career education has been expanded to provide greater opportunities for all students, not just the privileged few who might go on to college. Career and vocational education demonstrate greater respect for the potential of youth than has been shown in the past.

Visitors to the district are welcome; please make an appointment and

use the visitation request form (page 24) as a guide to the information needed to make your visit as beneficial as possible. The annual Career Education Open House, grades 1 to 12, in the school district is especially interesting to attend.

It is Amity's hope that more small schools can take advantage of the progress made in the developmental sites by planning visits which may lead to ideas being transported to other districts for implementation.

Larry Martin, Amity career education director during the program development, said, "Efforts made through this project will have lasting effects because we were allowed flexibility in adapting career education to our local situations. Many thanks must be extended to the Department of Education for allowing us this opportunity."

Contact Superintendent Charles Wiltse for additional information and/or to arrange a visit.

Condon School District 25 — Gilliam County
District Enrollment 293

Condon is a town of fewer than 1,000 residents, nestled in the wheat and cattle country of eastern Oregon. It is located 38 miles south of the Columbia River in Gilliam County. The district consists of two schools--a grade school, K-8 with 173 students, and a 9-12 high school with 120 students.

At present, our career education program is not characteristically visible. We are trying to emphasize teacher involvement in the classroom, along with guidance and counseling services. A record system for classroom activities which emphasize career education has been developed in conjunction with a system of teacher evaluation in career education emphasis.

Students at Condon High School are required to take one quarter (nine weeks) of "career planning," and the remaining three quarters must be work experience in relevant sites, according to their career choices. If no such site is available, career credit is given for appropriate classroom work in preparation for the chosen career.

The career education program contains the following:

CAREER AWARENESS

Career goals formulated for grades 1-9
Activities woven into regular classroom study

CAREER EXPLORATION

Home Economics and Industrial Arts - required for grade 8
Career Resource Materials Center in library
Career Planning - required for grade 9
Industrial Arts

VOCATIONAL PROGRAMS

Agriculture
Clerical
Stenographic

ADVISORY COMMITTEES

Agriculture
Career Education

DIVERSIFIED OCCUPATIONS WORK EXPERIENCE

Instructor assigned part time to supervise students
No classroom instruction offered

LONG-RANGE PLAN

District in fourth year of five-year plan developed by staff and administration

GUIDANCE COUNSELING

A functioning guide-guidee program
A half-time counselor for the district

ADVISORY COUNCIL

Made up of teaching staff and lay citizens
Slide-tape career education program assembled and shown in community by Council lay members

INSERVICE PROGRAMS

Money budgeted for teachers to visit career education programs in other school districts
One-day program in fall 1975
Two-day workshop for teachers and administrators September 1974
A 30-hour career education class through Division of Continuing Education, offering three hours credit, for all teachers and administrators held 1974-75

INTERDISCIPLINARY

Used only on individual basis for slow learners

VOCATIONAL STUDENT ORGANIZATIONS

Future Farmers of America (FFA)

Although Condon has attempted to integrate career education into all levels, K-12, there is still a great deal of work to be done. Many of the accomplishments have been subtle and are not noticeable to the visitor.

The one area in which visitors are welcome and will gain the most is the good Career Information Resource Center located in the library. It contains over 500 cross-indexed articles from the Occupational Outlook Quarterly and Career World magazine. The center also contains a comprehensive open file system with over 1200 pamphlets and brochures which are available for check out. SRA file system numbers are used in the open file and subject card index. The resources in the Center are coordinated with a career guidance and testing program. Students are instructed in the use of the DOT (Dictionary of Occupational Titles) as it pertains to the ASFAB and USTES and other tests. A system has been developed for updating and continually enlarging the career information holdings.

Contact person for additional information on the Career Information Resource Center is Juanita Shearer. For the Condon School District Career Education Goals, the quarter system schedule, and other related materials, contact Arnim Freeman, high school principal.

Lost River High School
School Enrollment 215

Klamath County School District

Lost River High School, now in its seventh year, is an open concept building located 20 miles southeast of Klamath Falls between Merrill and Malin near the California border. It is basically a farming/ranching community. The school is part of the Klamath County School District which has 15 elementary schools, 2 junior high schools, and 5 high schools in the countywide area, instructing approximately 7,500 students. Lost River is the result of the merging of two high schools in Merrill and Malin in 1970.

Since its beginning, Lost River has had a good vocational program which is becoming stronger as new programs are developed. When it became a model site in 1973, five staff members and the principal worked actively to develop a career-oriented program to reach the entire student body. The four traditionally vocational disciplines--vocational agriculture, industrial arts, business education and home economics--assumed the major responsibility for achieving a strong program.

The English department coordinates the Student Initiated Projects (SIP), a two-hour block course in the afternoon for seniors who want to gain work experience in the community. This year, 1976-77, 20 seniors are working in various businesses in the Merrill, Malin and Klamath Falls communities.

A screening process is now being developed in which students will be required to submit letters of application and application forms. They must receive character references from at least four of their instructors to be admitted to the program. Grades and citizenship will be considered. During the last semester of the junior year students wishing to participate in the SIP program in their senior year will be briefed on the rules. If their conduct and grades need improvement, they may use the last semester of their junior year to show the needed improvement to qualify for the program.

A simple evaluation form allows employers a method of grading the progress of their student assistants. Students meet periodically to discuss problems they encounter on the job. Students may change job sites if they believe they have learned enough about the job to satisfy their needs. Students provide their own work sites and transportation.

All ninth graders explore the world of work through Expo 2000 in the areas of business, vocational agriculture, industrial arts and home economics. All students spend nine weeks in each of the four disciplines. The course is designed to provide hands-on experiences to help channel

students' interests and evaluate their aptitudes for future course work in one particular area. The course also serves as an introduction to the school's regular vocational courses and cluster programs. Hopefully, the students will select courses of study in areas which will prepare them for job entry skills when they graduate.

New this year is a community resource development program which will release vocational teachers to spend a few days doing actual work in their disciplines with local employers. The instructors will gain on-the-job training which can be transmitted to the students, presenting a more practical relationship between actual employment and students' preparation.

The components of Lost River's career education program are as follows:

CAREER AWARENESS

Responsibility of the County School Administrative District, but not a part of this project
Eighth graders preview visit to high school career and vocational classes

CAREER EXPLORATION

Expo 2000 - grade 9
Industrial Arts (woods, drafting, mechanical) - grades 9-12
Home Economics - grades 9-12
Business Education
Vocational Agriculture

VOCATIONAL CLUSTERS

Vocational Agriculture
Construction
Business/Office Machines

ADVISORY COMMITTEES

New advisory committees being developed
District Advisory Board being formed

DIVERSIFIED OCCUPATIONS WORK EXPERIENCE

Student Initiated Projects (SIP) - seniors
Modified Diversified Occupations Program

LONG-RANGE PLAN

Long-range plan in the process of being updated

GUIDANCE AND COUNSELING

Individual counseling with students by vocational teachers
A half-time counselor requested for 1977-78
Guidance components to be added to Expo 2000

INSERVICE PROGRAMS

Community resource development program for vocational teachers
Career education concepts for entire high school faculty planned

INTERDISCIPLINARY

Student Initiated Projects (SIP)
Expo 2000
Inservice for all faculty members

VOCATIONAL STUDENT ORGANIZATIONS

Future Farmers of America (FFA)

There have been several turnovers in staff during this project, delaying Lost River's total career education program planning and implementation. Lost River is making a new start, proving that a program can continue to develop effectively in spite of changes in leadership and emphasis.

Part 3 PROFILES

CAREER AND VOCATIONAL EDUCATION PROFILES . . 35
Career Awareness and Career Exploration 36
Career Exploration at the High School 41
Business 43
Construction 50
Cooperative Work Experience 52
Distributive Education - Marketing 53
Diversified Occupations 54
Food Service 55
Forest Products 56
Graphic Communications 56
Health Occupations 57
Home Economics 58
Industrial Arts 59
Industrial Mechanics 61
Manufacturing Technology 63
Service Occupations 63
Special Vocational Programs 64
Vocational Agriculture 65
Shared Services 67
Specialized Program for the Handicapped 72

CAREER AND VOCATIONAL EDUCATION PROFILES

This section presents a picture of the career and vocational education programs and activities going on in our schools. There are ideas to be gained from all of them.

These profiles were solicited from all the small schools, regional career education coordinators, larger schools whose programs have practical application to small schools, and Department of Education specialists. It is impossible to list all the interesting programs and activities, but an attempt was made to have representative profiles from all areas of the state.

We encourage you to contact people named for additional information, materials, and/or to arrange a visit to observe first hand. You may wish to inquire about such things as how long the program has been in operation, how many students are involved in it, etc.

Make an appointment before you go to visit. Please write to the contact person, giving the information shown on the Visitation Request Form on page 24. Allow enough time to receive a confirmation from the place(s) you wish to visit before you go there. If you do not have time to make specific arrangements by mail, use your telephone. The same information suggested on the Visitation Request Form is still needed--purpose of your visit, and so forth. By observing this courtesy, you will get the most benefit from your visit and will not inconvenience the host school.

There are, undoubtedly, many more programs and activities which could be included, but these are the ones which responded to our request. They are listed by category for your ease in finding certain types of programs.

CAREER AWARENESS AND CAREER EXPLORATION

Seven Oak School
School Enrollment 292

Crowfoot School District 89C
District Enrollment 721

Career Awareness Handbook

Grades 1 - 8

The Career Awareness Handbook is divided into three parts. Part I is designed for use in grades one and two; Part II for grades three, four, and five; and Part III, grades six, seven, and eight. This corresponds with the grade structure in the district's three schools.

Each part of the handbook has an identical beginning unit in self awareness which the teacher adapts to the grade level and students being taught. The next section catalogs activities by grade level. Each activity in this section provides goals, objectives, procedure(s) to carry out the activity, suggested follow-up questions, and a list of materials and/or resources.

All suggested activity pages, games, evaluations, and lists can be duplicated for the teacher from a complete set of masters available in the Career Education Resource Center.

Cost is minimal for most activities. Visitors will be accepted. Contact person for additional information is Jackson Link, Curriculum Coordinator.

Union County Intermediate Education District

Elementary Industrial Arts Approach to Career Awareness

The most exciting program going on in Union County, in addition to regular awareness activities in the classroom, is the Elementary Industrial Arts Approach to Career Awareness. Three mobile workshops, fully equipped with tools, have been constructed. These mobile units are transported to the various small schools in a pickup truck.

The teachers may implement the projects themselves or may request the assistance of the Career Awareness Coordinator. Wood for the projects is supplied by local industry.

Teachers select activities for construction from a newly developed book,

Elementary Construction Ideas, produced by the Union County IED secretarial and media staff.

The units are used to develop hands-on activities that support a concept. For instance, boys and girls build covered wagons when they study about the westward movement and the Oregon Trail. The interdisciplinary approach is used; nearly all disciplines are involved in some part of the total unit.

The workshop part of the unit uses tools to accomplish the assembly manufacturing of an item such as the covered wagons. The unit stresses student planning, student implementation, and student evaluation. Teachers and students thoroughly enjoy this activity.

Contact person is Robert P. French, career awareness coordinator.

Willamina Elementary School
School Enrollment 460

Willamina School District 30J
District Enrollment 883

Career Exploration Week

Grade 8

A language arts unit introduces job observation amenities, job interviews, job application forms, etc. Social studies presents most of the career background information.

In early spring all eighth graders take the Ohio Vocational Interest Survey (OVIS), and the scores are interpreted to the students. Scores are used for grouping for Career Week and as the basis for introducing DOT (Dictionary of Occupational Titles).

We interpret SRA achievement test scores individually to students, review their cumulative information (grades and attendance) with them, and discuss the relationship of cumulative data, career aptitude and career choice. Hopefully, students will use this data when selecting their high school courses.

The culmination activities take place early in May, using this schedule:

Day 1 - Chemeketa Community College in the morning, then to Lancaster Mall in the afternoon to observe a specified number of jobs

Day 2 - Small interest groups on tours, guest speakers, etc.

Day 3 - Full day at Camp Cooper learning about careers related to timber work, forestry, ecology, botany, etc. State and National Forest Service personnel and local woodsmen share expertise

Special cost for this activity is the expense of the bus. Parent volunteers and volunteers to man the Camp Cooper stations are used. Contact people are Frank Gilmore, vice principal, and Ruth McKibben, guidance counselor.

Chenowith Middle School
School Enrollment 360

Chenowith School District 9
District Enrollment 1,010

Occupational Versatility

Grades 7 and 8

Our program covers plastics, woods, metals, arts and crafts. It is a multimedia, open, general shop, employing the two basic systems of student management and self-instruction.

Special costs include media--filmstrips and projector--and notebooks. Visitors will be accepted if arrangements are made in advance. Bill Boismier, principal, is contact person for additional information or to arrange a visit.

North, Memorial and Calapooya Junior High Schools
School Enrollments are 650, 783, 850, respectively

Albany Union High District 8J

Student-Managed Learning (Occupational Versatility) Grades 7, 8, and 9

This is an exploratory junior high school industrial arts program designed to find better ways for kids to learn. "How" a student learns and not "what" is learned is the important factor in this program. Seven changes from the traditional shop programs are to be found here: faculty design, management system, self-instructional system, ungraded, nongraded, career exploration, and team teaching.

Visitors will be accepted. Curriculum materials have been developed. Jim Grossnicklaus is the contact person for additional information.

North Douglas Elementary School
School Enrollment 409

North Douglas School District 22
District Enrollment 592

Upper Elementary Modified Occupational Versatility Program

Grades 6, 7 and 8

The Upper Elementary Modified Occupational Versatility Program was established at North Douglas Elementary School on a limited budget to satisfy the following goals: (1) to provide sixth, seventh and eighth graders hands-on activities; (2) to provide a variety of activities to satisfy individual interests; (3) to develop individual student responsibility through self-instruction; (4) to provide a variety of instructional methods to achieve student motivation; and (5) to provide an activity-oriented program at the sixth, seventh and eighth grade levels for exploring future program choices.

The program is required for all sixth graders and is elective for seventh and eighth. It has adequately satisfied the need for a variety of hands-on activities at the upper elementary level. Additionally, it is developing improved attitudes for student cooperation and preparation for shop work at the high school level.

Visitors are welcome. Contact person is Steve Nacheff, elementary school principal.

Scio Middle School
School Enrollment 247

Scio School District 95C
District Enrollment 802

Self-Directed Skill Development

Grades 6, 7 and 8

Scio's Self-Directed Skill Development (SDSD) Program follows the occupational versatility management system but includes a more diverse subject matter selection. Subject areas include arts and crafts, cooking and sewing, woodworking, metals and other industrial arts subjects. We are currently in the process of adding "Project Discovery" career exploration components to our SDSD curriculum.

Visitors are welcome. Contact Sam Pambrun, career director.

Vale Middle School
School Enrollment 185

Vale School District 15
District Enrollment 630

Career Exploration

Grades 7 and 8

The Vale Middle School has a model career exploration program in operation. The program is built on the interdisciplinary concept and was developed by the total staff. Career exploration is considered everyone's responsibility. It is infused into every phase of the curriculum.

The program features self-assessment, career and personal guidance, a modified and innovative version of the occupational versatility concept and a new approach to consumer/homemaking. The consumer/homemaking and occupational versatility programs emphasize basic principles and hands-on techniques. Practical application and relevance are the central theme of this program.

Printed materials developed include: Student Needs Assessment Guide, Interdisciplinary Guide to Career Education, Community Resource Guide, an Implementation Guide and several printed units.

Costs of the program include tools, equipment and supplies for shop and laboratory areas and planning and writing time for project organizers. Two additional staff members were required.

Visitors are accepted by appointment. Over the past two years 25 groups have been hosted. A staff committee has conducted more than 20 workshops in other districts. For additional information contact Dr. Edwin W. Morgan, superintendent.

CAREER EXPLORATION AT THE HIGH SCHOOL

Huntington High School
School Enrollment 56

Huntington School District 16J
District Enrollment 141

Career Exploration

Elective

We have a program in vocational education which we think is relatively unique. It involves both sexes in a building construction, electricity, small and large engine program in a sequence at the junior-senior high school level.

The block of time is arranged so that the larger portion of the school year (when the weather is appropriate) in the fall and spring is used for building construction skills. During the winter engines, welding and related skills are offered.

Visitors will be accepted. Contact person is Jack Flynn.

North Douglas High School
School Enrollment 200

North Douglas School District 22
District Enrollment 592

Get a Line on a Career

Grades 9 - 12

A resource center is designed to provide career information for students, faculty, parents and others. It is located within the library-media center and next to the counselor's office. An attempt has been made to provide a rounded collection of filmstrips, cassettes, slides, workbooks, pamphlet and book selections. Some are designed for individual and small group use, while others are for an entire class. The center includes the aides of CIS (needle sort), college catalogs, DOT's, etc. Simulation games are included for career planning and any of the information is available for faculty and/or student use. The center is open for student use on an elective basis anytime. Specific projects are assigned as required parts of high school courses by various teachers.

The project was funded through Title II Open Door grant in the amount of $5,000. Visitors are welcome. There are audiovisual and print material for all occupational fields listed. The materials include attitude and goal selection information for all those going into work experience assignments. Joe Canon, principal, and Verna Erwin, media specialist, are contact people.

Paisley High School
School Enrollment 80

Paisley School District 11C
District Enrollment 160

Operation Bootstraps

Grades 7 - 12

Operation Bootstraps is an innovative and exemplary project to provide a realistic approach to the development of building skills. This project was primarily designed to be used by small schools who wish to implement their own vocational education program on a limited budget. Planned vocational activities include: woodshop, arts and crafts, welding, general mechanics, electrical and small motors, combustion engine repair and maintenance, and photography laboratory.

Visitors are welcome. Contact Maitland Goodman, superintendent.

Rainier High School
School Enrollment 520

Columbia County School District 13
District Enrollment 1,580

Speech and Careers

Required, grades 10, 11 or 12

The class meets daily for one semester. It integrates public speaking instruction with career awareness and exploration. The emphasis is on awareness of self (including interest and aptitude tests), awareness of careers, exploration of occupations which fit interests and abilities and instruction in job-finding techniques, applications and interviews. The 1/2 unit of credit may be taken in either Communications or Career Education.

There is no additional cost for this program. Visitors are welcome. You may contact Sharon White or Beth Hunnicutt for additional information.

Scio High School
School Enrollment 290

Scio School District 95C
District Enrollment 802

Four Day Week

Grades 9 - 12

Students attend school four days and have the fifth day for work experience, courses at Linn Benton Community College, participation in the GRASP project (described on page 70), or community service. Some students use the day to be teachers' aides. Forest products students work at the school's land lab, 600 acres of timberland furnished by the U. S. Plywood Company.

The four-day week schedule is being used at Scio High School because of a very overcrowded building. If the program continues, teachers in the following areas will assume responsibility for placing students in work experience stations in their areas of concentrated study: accounting/bookkeeping, agriculture, secretarial/clerical, food service, forest products, industrial mechanics and construction skills. Other areas will be supervised by our vocational director.

Visitors will be accepted. Contact person is Paul Webb, principal.

BUSINESS

Chiloquin High School
School Enrollment 293

Klamath County School District

Business Lab I and II

Grades 10 - 12

Business Lab I is designed for students desiring to enter the business world. Students work on a rotation basis, concentrating on all kinds of office duties such as filing, typing, duplicating, telephone techniques, interviewing, simple payroll exercises, writing business letters, and improving individual skills. Business Lab II accommodates ten seniors in a highly individualized program in the area of the students' specializations.

Visitors are welcome. Contact Laurie Hakala, business teacher.

Colton High School
School Enrollment 366

Colton School District 53
District Enrollment 788

Self-Paced Office Training

Grades 9 - 12

The program provides individual, self-paced office job training sequences for fifteen common entry level office jobs available across the country--typist, clerk typist, file clerk, mail clerk, payroll clerk, accounts payable clerk, stock control clerk, purchasing clerk, credit clerk and traffic clerk. Also, programmed and individual self-paced instruction is offered

in pen and machine shorthand, as well as bookkeeping and accounting.

This program simulates the most effective techniques used by business and industry in on-the-job training. It recreates the personal character of the trainer-trainee relationship in actual, on-the-job training programs by means of an easy, give and take dialog format that not only conveys essential information but suggests the kind of language and behavior expected in business situations.

Visitors are welcome. Course related materials are available--competencies, planned course statements, performance indicators--all of these, and more! Contact J. Sullivan, business education teacher.

Detroit High School
School Enrollment 80

Detroit School District 123J
District Enrollment 158

Clerical Cluster

Grades 11 and 12

A two-year program for juniors and seniors is offered. It is an open lab for all levels of shorthand and bookkeeping. Every other year typing is taught and is available to students in grades 8 - 12. The clerical program varies from year to year, depending upon student interest and need.

Visitors are welcome. Contact Mickey Puddy for additional information.

Dufur High School
School Enrollment 74

Dufur School District 29
District Enrollment 227

Accounting, Steno-Clerical Open Lab

Grades 10 - 12

This is an office occupations cluster open lab program in which students may take any or all of the required courses listed in the various state cluster guides for the above office occupations. It is an easy-entry, easy-exit, individualized instructional program permitting each student to gain competencies and skills needed to be employable in several areas.

Cost to implement this program was $1,900. Visitors are welcome, and course-related materials are available. Contact Edwin Watts.

Elkton High School
School Enrollment 104

Elkton School District 34
District Enrollment 254

Office Occupations

Grades 11 and 12

The office occupations cluster is comprised of courses in business machines, shorthand and bookkeeping during the eleventh grade, followed by an office occupations lab for seniors.

The office occupations lab is a two-part course. One hour is spent as a class unit, emphasizing common office skills such as typing II, communications, filing, payroll, machine transcription, personal grooming and charm, and job application procedures. The second hour is spent with students working on the areas of emphasis they choose from a general clerical, accounting or stenographic area. The accounting emphasis student would concentrate on bookkeeping II and job-level skills in accounts payable, payroll or accounts receivable. The steno-secretarial student would concentrate on shorthand II, machine transcription and background in a chosen career area. The general clerical student would concentrate on payroll records, cashiering, receptioning or office machine applications.

The work experience is worked into the office occupations lab. Students are placed in a government office in our area for a one day a week experience for four weeks. Beyond that, students are placed in experiences related to their career choices for a four-week exposure on a one day a week basis.

Cost of this program was acquiring the necessary equipment--IBM Selectric typewriters, IBM transcription machines, calculators, 10-key adding machines, Gregg OJT program, mimeograph, duplicator--and the school pays mileage to work experience stations.

Visitors are welcome. Course related materials have been developed. Contact person for more information is Carol Beckley.

Gilchrist High School
School Enrollment 239

Klamath County School District

Office Occupations Cluster

In our Office Occupations Cluster we offer a one-hour class in office instruction, and, during the second semester, involve students in office work experience in nearby school communities. Also, students in office

occupations have the opportunity to take 27 hours of exposure classes at Central Oregon Community College. These sessions are second semester, every Monday evening for three hours each, nine consecutive weeks.

Visitors are welcome by appointment. Contact person for more information is Christine Trapanese.

Long Creek High School
School Enrollment 64

Long Creek School District 17
District Enrollment 121

Lester Hill Corporation

Grades 10, 11 and 12

The Lester Hill Corporation can accommodate six to 30 students. It is a class which offers on-the-job experience in the classroom. The class has five departments: sales, traffic, warehouse, accounting and Tallidata, which is the customers, suppliers and the bank. Each department has a manager, there is a general manager, and the teacher is executive vice president. Each department is dependent upon the other to complete its work.

Students fill out application blanks, type letters of application and resumes and are interviewed by business people from the community before being hired and assigned jobs. Students receive a base salary with bonuses for quality work and deductions for undesirable worker traits. Taxes are deducted for each pay period from the current tax schedule.

Lester Hill Corporation is a large distributor of institutional supplies and equipment in the nation. It provides motels, hotels and other institutions with most of the items they need to run and maintain their operations.

Cost of the program was $90 for supplies, and each student must purchase an employee's manual which costs $1.47. Visitors are accepted. Contact person is Cheryl Woods.

North Douglas High School
School Enrollment 200

North Douglas School District 22
District Enrollment 592

Business Occupations Skill Center

The Business Occupations Skill Center is similar to an office in its physical layout. The teacher functions as a resource person. Students choose their own areas of study from the units available to them and proceed through the units on individualized programs. The lab places more responsibility for decision making on the student, provides more realistic office-type interaction among students, facilitates scheduling, maximizes use of equipment, and provides each student an opportunity for more electives.

The project was funded through the Teacher Incentive Program with a grant of $998. Visitors are welcome. Contact people are Joe Canon, principal, and Bea Barrett, business education teacher.

Rainier High School
School Enrollment 520

Columbia County School District 13
District Enrollment 1,580

Individualized Business Laboratory Grades 10, 11 and 12
(Required for students in cluster program, elective for others)

Beginning in the fall of 1976, many of our business education programs were individualized. Classes are offered in "regular" classroom study in the following courses: Typewriting I and II (first year), Introduction to Business (general business), Shorthand I (first semester of first year), Accounting I and II (first year), Office Procedures, and Simulated Office (using Lester Hill).

Individualized courses may be taken at any time during the day when "Lab" is listed on the schedule. Credit varies, depending on the amount of work required for the various units. Credit is granted for work completed--not for time spent in class. The responsibility for learning is placed on the student with help from the instructor when needed.

Individualized courses are: Typewriting III (third semester), Vocational Typewriting (specialized), Accounting III and IV (second year), Vocational Business Mathematics, Business English, Communications, Shorthand II (second semester, first year), Shorthand III and IV (second year), Dictation and Transcription, Office Machines, Filing, Recordkeeping, and Cooperative Work Experience.

The cost of the program was $3500 over the regular budget. A major portion of this was spent on slide-tape presentations and equipment. A program involving fewer courses could be implemented with a smaller expenditure.

Visitors are definitely encouraged and their comments appreciated. Each course has competencies, planned course statements, performance indicators, guidelines and curriculum materials. Everything will be available to anyone who wants to come and look at the program. Contact Mrs. Beret Sophusson, business education department.

Sheridan High School
School Enrollment 246

Sheridan School District 48J
District Enrollment 785

Business Education

Having facilities that are convenient for the teacher and yet serviceable for the students can pose a problem in a small high school business education program. There are times when only typewriters are needed for instruction, times when only desk space is needed, and then times when the students must have access to both typewriters and desks.

Last year Sheridan High School eliminated this problem by constructing 2' x 20" tables to be used with existing typewriter desks offset to the side, forming an L-shaped desk area for each student. Now students have a typewriter available in front of them and desk space on their right.

By arranging the facilities this way, we were able to establish an open lab in which three class periods were set aside to teach all business classes offered except Typing I. During this block of time the students may elect to take Typing II, Shorthand I, Office Procedures, Accounting I or II. The students may take classes for one period, two periods, or all three periods. By the use of individualized instructional materials and a teacher aide, the instructor is able to offer this variety of classes in only one room. This gives students an opportunity to select the classes which will help them most in their future endeavors.

Additional costs to implement this particular program were for acquiring materials and hiring an aide. Competencies for the courses are available. Visitors are welcome. Contact people are George Lanning, career education coordinator, or Vicki Ensor, business education instructor.

Union High School
School Enrollment 208

Union School District 5
District Enrollment 542

Office Simulation

Grades 11 and 12

This class is operated as a regular office with a simple time card system. A receptionist handles all callers and writes up and distributes job orders as they come in. The work is handled on a steno pool basis. The jobs of receptionist, bookkeeper, inventory and supply clerk are filled on a rotation basis.

Simultaneously during the second and third nine-week periods, South-Western's Serendipity office simulation is operated, which fits in very well with the overall operation of the regular class. Basically, the students are involved in five areas: (1) learning packets, commercial practice sets or teacher-assigned projects directed at their particular ability and interest; (2) completion of actual jobs for the community or school district; (3) completion of job rotations in the Serendipity office; (4) office practice procedure study; and (5) work observation sites and actual work experience outside of class.

Typing I is a prerequisite, and students are encouraged to complete all of the other secretarial-stenographic cluster courses. This class is a two-year course; however, it is operated on a three-track system: first-year juniors, first-year seniors (who come in during their last year only), and second-year seniors.

A highlight each year is a three-day field trip to Portland. First-year students visit businesses, business schools and low-cost housing accommodations. Second-year students go out on prearranged individual job interviews, seek out information from private employment agencies and governmental agencies. First-year seniors do some of both.

The program is a simple one, and the flexibility of the two-hour block is the reason for its success. We did not make any major room changes--just some simple rearrangement. Equipment has been acquired over a five-year plan.

Visitors? Yes. Contact Jim Carlson, superintendent, or Charlene Moffit, instructor.

Weston-McEwen High School
School Enrollment 137

Athena-Weston School District 29R
District Enrollment 592

Secretarial/Accounting Cluster Programs — Grades 11 and 12

The overall goal of these two clusters is to prepare the student to be employable upon graduation from high school in either the secretarial or accounting area, and/or well prepared for a post-high school education in either area. The core courses for the clusters are:

	Secretarial Cluster	Accounting Cluster
Sophomore Year:	Typing I Record Keeping (elective)	Typing I Record Keeping (elective)
Junior Year:	Typing II World of Business Business Communications	Accounting I World of Business Business Communications
Senior Year:	Secretarial Lab Cooperative Work Experience	Accounting Lab Cooperative Work Experience

The semester classes of World of Business and Business Communications may be taken in the student's senior year, but they are recommended to be taken in the junior year.

Cost for this program is up-to-date equipment and providing two instructors to permit small pupil-teacher ratio. Visitors will be accepted. Contact person is John Thunell.

CONSTRUCTION

Bandon High School
School Enrollment 333

Bandon School District 54
District Enrollment 925

House Construction — Grades 11 and 12

Bandon has completed its fourth house in four years. This program is designed to teach the student fundamentals of the building industry. The students learn about site preparation, masonry work, framing, plumbing,

electrical (to some extent), interior finish, floor laying and landscaping.

Students do all of the construction except the electrical which is subcontracted. Students do have the opportunity to learn about the wiring while it is being professionally done.

The project is interdisciplinary, involving various classes in the business, home economics and other areas to assist in the planning, decorating and landscaping.

To begin a program like this, you need $5,000 in tools and must have a qualified instructor. Visitors are welcome. Contact Francis Stadelman, instructor.

Sheridan High School
School Enrollment 246

Sheridan School District 48J
District Enrollment 785

Construction Cluster

The Sheridan High School Construction Cluster class builds a three-bedroom home every one and one-half years. Students pour concrete and do the framing on one house in the fall. When winter comes, they move inside to complete the interior of the house started the previous year. In the spring, they complete the roofing and siding on the home begun in the fall. Students do all work on the house except the electrical wiring and the finish masonry work on the fireplace.

The home economics class selects interior paints, carpets, major appliances and wall hangings for the home as part of their home furnishings class. The agriculture department landscapes the home prior to its sale.

Students learn by actually doing a technique considered to be the most beneficial way of instructing.

If you wish to visit or want additional information, contact George Lanning, career education coordinator, or Cecil Gross, construction instructor.

COOPERATIVE WORK EXPERIENCE

Heppner, Ione and Riverside High Schools — Morrow School District 1
School Enrollments 197, 110 and 220, respectively

Cooperative Work Experience — Grades 11 and 12

This program is in three high schools. One person is designated as the coordinator at Riverside High School, and another coordinates at Heppner and Ione High Schools. They are responsible for working with advisory committees, the staffs of the schools, employers and the public for 13 hours per week.

The coordinators establish work experience sites and work with other vocational staff in providing for the needs of assigned students. The coordinators also provide on-site supervision of participating students.

All necessary materials, secretarial help and a vehicle for travel are provided by the school district. Since the three high schools are as much as 42 miles apart, it is more advantageous to assign two part-time people rather than a single person to coordinate this program. A close working relationship is maintained among the two coordinators and the vocational staffs of the three schools through frequent meetings and planning sessions.

Cluster programs included in the program are secretarial, clerical, agriculture and diversified occupations.

Visitors are welcome. A course description booklet has been developed. Contact John Sporseen, Heppner, or Michael Wetherell, Riverside, if you want more information or to arrange a visit.

Crow High School — Crow-Applegate School District 66
School Enrollment 183 — District Enrollment 528

Cooperative Work Experience — Grade 12

Students who have progressed through the diversified occupations class as juniors are placed in actual on-the-job training sites for one or more terms during their senior year. At this time they are closely supervised by the work experience coordinator through the means of an on-the-job visitation and individual and group seminars at school. Here students develop an understanding of employment opportunities available and pre-

paration needed to enter and make progress in the occupations they choose. They are guided into the development of good working habits and attitudes and understanding the importance of good employer-employee relationships. Exchange among students is encouraged; they give each other feedback and problem-solving help in weekly discussion groups.

Visitors are welcome. Pat Feiring is contact person.

DISTRIBUTIVE EDUCATION – MARKETING

Riddle High School
School Enrollment 268

Riddle School District 70
District Enrollment 587

Marketing

Grades 10, 11 and 12

The program includes (1) one hour in the classroom each day doing "book work;" (2) students operating the student store, working before and after school and during lunch; (3) students helping serve food in the lunch line (food is transported from South Umpqua School District); (4) students working all concessions for every athletic function; and (5) students ordering merchandise, stocking shelves, counting money, preparing bank deposits, taking inventory, doing all the cleaning of the store, and keeping books. They do it all.

Cost of the program is instructor salary and about $1,000 for supplies, equipment, etc. Visitors are welcome. Contact Blanche Chapman for information.

DIVERSIFIED OCCUPATIONS

Crow High School
School Enrollment 183

Crow-Applegate School District 66
District Enrollment 528

Diversified Occupations

Grade 11

Students become involved in identifying, gathering, processing, and analyzing career resources. In addition, they come to understand the importance of proper work habits and the necessity of being able to work while under pressure. This class also demonstrates the personal, social, economic and political reasons for work in society. A variety of diagnostic tools are provided so students can evaluate their aptitudes, interests and abilities as they relate to a career area. The class also familiarizes students with the job finding process and health, safety and labor regulations which are applicable. Students learn how to compute wages, salaries and figure taxes, commissions, etc. In addition, students spend at least one full day exploring an occupation of interest to them, as well as making a variety of field trips to post-secondary schools and training sites.

Course related materials are available, and visitors are welcome. Contact Pat Feiring.

Joseph High School
School Enrollment 124

Joseph School District 6
District Enrollment 353

Diversified Occupations

Grade 12 (11 rarely)

The students in this diversified occupations class meet as a class five hours a week. During this time work is done on basic career information such as interviewing for a job, writing a resume, computing payrolls, etc. Job related instruction is given, depending on the worksite of each student. For instance, students working in auto mechanics study auto mechanics curricula. Class time is also used to discuss problems as they arise.

In addition to the time in class, each student is employed and works a minimum of ten hours a week. The occupations range from bank teller to skidder operator on a logging operation.

Visitors? Yes. Contact person is Ernest Paterson.

Lowell High School
School Enrollment 143

Lowell School District 71
District Enrollment 459

Diversified Occupations

Grade 12

Classroom instruction related to the world of work and job experience of students at work stations is held one hour per day, five days a week. Students (seniors only) are released either morning or afternoon for their work experience on the job.

Next year most of the classroom instruction will be independent study in areas of occupational placement. Emphasis will be on additional study recommended by employers and aspects of employment beyond getting the job--taxes, insurance, fringe benefits, employer costs, etc.

Contact person is Ken Dresser, career education coordinator.

FOOD SERVICE

Harrisburg High School
School Enrollment 221

Harrisburg Union High District 5J

Food Service

Grades 11 and 12

The food service curriculum outlines basic knowledge and skills necessary for entry level employment in a broad group of occupations in the food service industry. Some topics covered are employment in the food service industry, work orientation, sanitation and safety, use and care of equipment, fundamentals of preparing food for the public, menu planning, cost control and food purchasing.

Included in the course is a student-run snack bar in which students sell lunch to the student body. Each day regular items are sold (hamburgers, hot dogs, milkshakes, pop), and three days a week special items are featured. A special checking account is used, and students prepare bills and keep the budget and books. Students also purchase foods for the snack bar.

Visitors are welcome. Contact Colleen Beelart, instructor.

FOREST PRODUCTS

Joseph High School
School Enrollment 124

Joseph School District 6
District Enrollment 353

Forest Products

Grades 11 and 12

The course is intended to give students a closer look at logging and related activities in this area. The approach is hands-on as much as possible, with the students actually doing the work. Some of the activities are running lines, cruising timber, felling timber, skidding logs, sealing logs, climbing trees, and field trips to several mills.

The instructor uses his own logging equipment and has his partner help move equipment when necessary. Visitors will be accepted by appointment. Contact person is Leo Goebel.

Additional programs at which you may wish to look for curriculum, facilities and resources are Waldport, Eddyville, Scio, Elgin and Willamina.

GRAPHIC COMMUNICATIONS

Wahtonka High School
School Enrollment 320

Chenowith School District 9
District Enrollment 1,010

Offset Lithography

Grades 10 - 12

In 1966, Wahtonka High School introduced offset to five students with a scanner, a used offset press and a platemaker. Two years later a bond was passed; as part of the bond, the offset lab moved into its present white house location.

The program is based on three years of school performance with one year of work experience. The first year is one period in length with

emphasis on layout-design, photography and process photography, stripping, plate-burning, offset press and bindery. The second year is two periods in length with skill in operation of the first year fundamentals, plus color separation and cost estimating. The third year is two to three periods in length at one of the local shops. This program has proved successful in providing job entry skill and a solid foundation for further study in colleges.

All school printing requirements are done; outside jobs (not bid on by local shops) are accepted; the school newspaper is jointly published by the journalism and graphics classes; and the school annual, except for binding and covers, is published at a cost of $3 per book.

Supplies cost $5,000 yearly, and one press has been added since 1968, at a cost of $7,020. One aide has been hired, at $3,600. The school is delighted to accommodate visitors. Planned course statements and a descriptive pamphlet are available. For additional information, contact Don Myers.

[This book was printed by students in the Wahtonka High School offset lithography class.]

HEALTH OCCUPATIONS

Taft High School — Lincoln County School District
School Enrollment 425

Health Occupations — Grade 12

This is a one-year program for seniors. The class meets in the classroom two hours per day for the first semester. During this time many resource people are part of the classroom preparation of students for the second semester.

During the second semester, students are rotated through a variety of clinical experiences of two to four weeks in length. Students experience hands-on activities, and, for the most part, serve in an assisting capacity. The hospital as well as private practice, clinics and nursing homes are included.

Paid cooperative work experience is available, and this year a four-week cruise in health is a required course for freshmen.

Planned course statements and curriculum materials are available. Contact person for more information is Charlene Tepper.

HOME ECONOMICS

Weston-McEwen High School
School Enrollment 137

Athena-Weston School District 29R
District Enrollment 592

Family Life

This course is designed to help juniors and seniors prepare for a successful marriage and build a happy home in the future. Emphasis is placed on psychological and physical growth and development.

Child Development

In this course students study the physical, social, emotional and intellectual growth of children at various stages of development. A three- to four-week nursery school provides experience working with children of that age. During the semester, students also work with kindergarten-age children.

Foods, Home Furnishings and Clothing

These separate, semester-length courses offer the preparation of basic lunch, dinners and the study of food service areas; planning and decorating the home; sewing woven garments, knits, nonwoven slacks and projects of the student's choice, as well as dressmaking and tailoring.

Mary Jane Fehrenbacher is the teacher and the one to contact if you wish to visit or obtain more information.

Other small schools with exploratory and vocational home economics programs you may wish to contact are Amity, Clatskanie, Gervais, Harrisburg, Scio, and Toledo.

INDUSTRIAL ARTS

Elgin High School
School Enrollment 179

Elgin School District 23
District Enrollment 586

Industrial Arts

Grades 9 - 12

Career Cruise for freshmen is a nine-week class designed to introduce students to the industrial arts program with special emphasis on related careers. Exposure includes tool identification, safety in the shop, and demonstrations of activities.

Shop I--planning and beginning woodworking for freshmen--allows students to spend the first three months learning mechanical drawing and planning. Their last exercise is to plan a wood project to construct in class. Students learn machine identification, operation and safety rules, then construct their wood projects such as coffee tables, bookcases, chests, desks, end tables, night stands.

Shop II is mass production and group rotation for sophomores. Students go through a variety of basic units designed to help them find out what they like and don't like. Units include: mass production, foundry, wood lathe, metal lathe, milling machine, industrial synthetics, electricity, plumbing, gas welding, arc welding, wood cuts and joints, concrete, forge heat treatment, tool sharpening and soldering. The last part of the year is spent developing skills by doing a wood or metal project.

Shop III and IV are individualized. Junior and senior students are allowed to move from one area to another as they complete their individually planned programs. The only limitation is the amount and type of equipment available in specific areas. Units include advanced wood work, art, ceramics, leather, industrial synthetics and project welding.

Horseshoeing is hard physical work and is open to both boys and girls who have taken preliminary industrial arts courses or have instructor ap-

proval. They learn how to build some of their equipment, how to handle horses, how to trim amputated and live horses' feet, how to shape hot and cold shoes and how to nail shoes on amputated and live horses' feet.

Shop Skills course provides fundamental instruction in tool identification, measuring, plumbing, electricity, gas welding, vehicle maintenance, terrariums, kitchen knife sharpening and woodworking.

Art is coeducational and provides training in the fine arts. It covers sketching, pastels, water colors, ceramics (pottery making by pinch, coil, stab and potter's wheel) and sign making. Elements of design, perspective, composition and use of colors are emphasized.

In all of the above units, emphasis is placed on (1) students arriving at the class and starting work without being told; (2) students learning to plan effectively and help themselves; (3) cooperation, positive attitude and participation with good, safe working habits.

Visitors are welcome at Elgin, and course related materials are available. Contact Donald R. Hendricks, industrial arts instructor.

Griswold High School
School Enrollment 37

Helix School District 1R
District Enrollment 104

Woodshop

We have a new, excellently equipped woodshop taught by a local, vocationally certificated, permanent resident of the community.

Visitors are accepted. Contact person is Lester Hall.

Jefferson High School
School Enrollment 445

Jefferson School District 14J
District Enrollment 908

Grades 9 - 12

Electricity-Electronics

Students receive instruction in electricity and electronics through special activities and projects which develop the understanding and the skills desired. The program is based upon common skills such as: basic home electricity repair and maintenance, appliances, electric motors, automobiles,

and radios. Skills in using test equipment and in building simple electrical circuits are also developed.

Visitors? Yes. Contact Richard Dimke for more information.

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Industrial Mechanics — Grades 7 - 12

Junior high school students have exploratory mechanics. Activities are designed around the small gas engine.

The mechanics lab is for grades nine through 12. It is open entry, open exit. Activities include small engine, power mechanics and auto tune-up. It is an individualized program.

Visitors are accepted. Contact Richard Dimke.

* * *

Metals

The metals lab is open entry and has individualized curriculum covering machine tool, foundry, welding, sheet metal. Classes are in two-hour blocks. Students may rotate from one section to another.

Special costs for this program involved remodeling the metal and wood shop. Latest welding equipment was added, along with other basic metal machines. Visitors are accepted. Contact Steve Steele.

INDUSTRIAL MECHANICS

Willamette High School
School Enrollment 732

Bethel School District 52
District Enrollment 3,453

Industrial Mechanics Cluster — Grades 10, 11 and 12

All classes are nine weeks in length and scheduled at the same time to provide lateral movement for students at the end of each quarter, or

upon completion of their course work. All instructional materials are individualized and in multimedia form. Single concept learning units form the core of reference materials and are the major print material in our resource center. Accompanying these packaged units are read-along tapes, slide sets, combination slide-tape programs, overhead transparencies, charts and other visual aids.

Using industrial mechanics as an example, 31 nine-week courses are offered students each quarter, and they elect one with orientation and guidance from instructors. Each course is outlined in terms of performance objectives and lists references to be used to accomplish each objective. Action learning is included in each objective to give students the hands-on experience needed for extended retention. The knowledge requirement for each objective is measured by objective demonstration and response.

Each of the other areas (construction, electricity/electronics, metals and work experience) has the same organizational pattern. Each course has open entry/open exit, student-planned objectives, student challenge for advanced placement, student pause for remedial assistance, written or oral examination, counseling and guidance availability, and grade negotiation.

Course related materials available are course outlines, competencies, performance indicators, Individualized Instruction Analysis Sheet, "How to Individualize Instruction." Visitors are welcome. Contact person for more information is Frank Bishop, coordinator.

Yamhill-Carlton High School — Yamhill-Carlton Union High District 1
School Enrollment 450

Industrial Mechanics — Grades 11 and 12

The mechanics cluster goes through every phase of varying types of engines, theory of carburetion, electrical systems, brakes and culminates with students overhauling their own engines.

Curriculum materials have been developed, and visitors are welcome. Contact Don Simpson, superintendent.

MANUFACTURING TECHNOLOGY

McKenzie River High School
School Enrollment 238

McKenzie School District 68
District Enrollment 434

Manufacturing Technology

Grades 10, 11 and 12

This course is designed to teach the American principle of free enterprise and to build confidence that the students' work is saleable. The class is organized as a profit-sharing, manufacturing cooperative. The students bid for jobs in the community, purchase the material and make the part or assemblies to the purchasers' specifications. At the end of the school year, the students divide the profits, based on their attendance.

This program is of low cost to the school because the students buy their own material and use the available shop tools. Visitors are welcome. Roger Crist is instructor and contact person.

SERVICE OCCUPATIONS

Taft High School
School Enrollment 369

Lincoln County School District

Service Occupations

Grades 11 and 12

This two-year program involves students for one hour of class and a minimum of one hour of work experience. The junior students may rotate their experiences among a variety of classes and schools through cadet teaching, dispatching or riding with the police department, or being involved in a variety of recreation or city government jobs. The classroom phase of the program is an interdisciplinary approach and meets the competency requirements for the school district.

The senior year students select nonpaid training stations for the full year. The curriculum deals with specific skills that students will need at graduation and involves regular instruction from professionals in the community. Paid work experience is available to students, too.

Course outlines and curriculum materials are available. Visitors are welcome. Contact person for more information is Duane Ticknor.

SPECIAL VOCATIONAL PROGRAMS

The provision for special vocational programs was made in June 1975 by the Department of Education. At this writing, only two such programs are approved. They are listed below. (Requirements for the programs are on page 11.)

Bandon High School
School Enrollment 333

Bandon School District 54
District Enrollment 925

Vocational Boatbuilding

Grades 10 - 12

The program is designed to follow woodshop for juniors and seniors. It divides into two areas. All students start by participating in a class construction project of a row boat. Basic boatbuilding techniques such as layout, design, construction, etc. are covered at this stage. Upon completion most students desire to build their own boats which can be of any design, but are limited to twelve feet due to shop size.

A 36-foot commercial fishing boat is being constructed by the more advanced students. Previous academic areas and techniques are reviewed and refined. Propulsion, wiring, steering and various systems involved in life support of the craft and personnel are designed, installed and made workable during this level of experience. Field trips and involvement with the local marine construction and repair facilities give the students a feel for their future in the marine industry.

This year a new, elective class is offered in canoe and kayak building. Canoes are built of wood and cloth; kayaks are fiberglass. They are handcrafted and are of excellent quality. Most of the canoes and some of the kayaks are built for sale.

Basic wood shop tools are necessary for this program, and a marine railway is very helpful. Visitors are always welcome; they average four to six per week. If you wish to visit or obtain more information, contact Eric Leegard.

Mitchell High School
School Enrollment 39

Mitchell School District 55
District Enrollment 117

Welding

Grades 11 and 12

A welding class offering juniors and seniors basic skills in fabrication of metals is taught in a service station by the station operator, a former welder. He teaches basic welding skills and welding sculpture.

Cost of the program was the purchase of welding equipment and installation in the service area of a service station near school. Visitors are accepted. Contact person for more information is Bob Davies, superintendent.

VOCATIONAL AGRICULTURE

Enterprise High School
School Enrollment 216

Enterprise School District 21
District Enrollment 638

Vocational Agriculture

Grades 9 - 12

The vocational agriculture program is four years. Vo-Ag I includes introduction to Agriculture, Careers, Livestock Breeds, Parliamentary Procedure, Public Speaking, FFA, Elementary Botany, Small Tool Identification, Hardware Identification, Use of Small Tools, Small Personal Projects, Record Keeping and Board Feet.

In Vo-Ag II, students study Animal Science, Feeds and Feeding, Systems of Body, Disease of Livestock, Treatment of Diseases, Swine Management, Beef Cattle Management, Genetics, Leadership, Use of Power Tools, Welding (Gas and Acetylene), Personal Projects and Record Keeping.

Vo-Ag III teaches Range Management, Conservation, Cooperatives, Salesmanship in Agriculture, Cereal Crops, Marketing, Metals, Welding Out of Position, Tempering, Small Engines, Machining, Personal Projects.

Vo-Ag IV includes Soils, Irrigation, Farm Records (budgets, financial statements, taxes), Farm Law, Investments (stocks, bonds, futures), Estate Planning (wills and trusts), Careers in Agriculture Business, Leader-

ship, Livestock Management, Progeny Testing, Carcass Selection, Registration Procedures, Mechanical Surveying, Electricity, Construction and Personal Projects.

A course of study has been developed. Visitors are accepted. For more information contact Richard Boucher.

Weston-McEwen High School
School Enrollment 137

Athena-Weston School District 29R
District Enrollment 592

Vocational Agriculture

Grades 9 - 12

Vocational agriculture is a four year program. Vo-Ag I offerings are Introduction to Agriculture, Careers, FFA, Public Speaking, Tractor Safety, Record Keeping, Parliamentary Procedure, Introduction to Animal Science, and Basic Soils and Plant Growth.

Vo-Ag II students study Farm Management Record Keeping, Plant Growth, Ag Mechanics Skills, Animal Health, Feeds and Feeding, Judging Livestock, and Fitting and Showing Livestock.

Vo-Ag III teaches Records Evaluation, Surveying, Livestock Management, Out of Position Welding, Range and Pasture Management, Electricity, Construction and Personal Projects.

Vo-Ag IV includes Leadership Skills, Buying a Farm, Cropping Plans, Buildings and Conveniences, Farm Power and Machinery, and Construction Projects.

A course of study has been developed. Visitors are welcome. For more information contact Ron Hawk.

Clatsop Intermediate Education District

Area Vocational Center

The Area Vocational Center serves five high schools from five different districts. This area concept is now in its thirteenth year. The first four years were the trial years when the community college began to develop the program. As might be expected, there were growing pains, and the IED was requested to assume the responsibility for the Center.

The resolution which supports this activity represents the most costly of all services offered by the Clatsop IED. The projected budget for the 1976-77 school year was $344,450 with an anticipated enrollment of 400 students. Vocational education, from any point of view, is more expensive than the general approach of the conventional classroom. The Area Center is no exception.

The Area Center is a part of the local school program. Before the Center was developed there were no approved vocational programs in the local school districts. There are ten full-time instructors and one secretary at the Center.

The Area Center is operated as follows to achieve its overall goal of developing some saleable skill(s) for each enrollee:

- Classes offered are vocational mechanics, vocational agriculture and vocational electricity/electronics
- Vocational teachers at the Area Center are contracted by the Clatsop IED
- In cases where vocational teachers are assigned to a particular school district, the assigned teacher is placed under the immediate authority of the building principal. The IED pays the teacher's salary; the local district is responsible for classroom cost--space, utilities and supplies
- The Area Center is designed to provide programs desired and approved by the local districts whose students are served
- Yearly class schedules at the Center are based on the combined schedules of the local districts

- The instructional approach is team teaching
- Assignment of students to the Area Center is the primary responsibility of the local school principal
- Counseling and review of student records for those students assigned to the Center is the local principal's responsibility
- Classes are usually designed for juniors and seniors, although some exceptions are made. Vocational agriculture is offered for grades 9 - 12
- Inservice training of the Center staff is the responsibility of the IED
- Yearly evaluation of all programs and personnel is made
- Vocational student organizations are supported; currently Vocational Industrial Clubs of America (VICA) and Future Farmers of America (FFA)

Contact person Chuck Dymond at the Clatsop IED says, "It is most difficult to put this into a short 'how-to-do-it' information sheet. So, we ask that those who are interested come to visit the Center and sit down with us to talk about the operation."

Coos Intermediate Education District

Six-District Cooperative Individualized Instruction Project

The Six-District Cooperative Individualized Instruction Project is a career education effort in the field of small engine technology. Participating are the six public school districts of Coos County, Oregon. Five middle schools and six secondary schools share educational materials via a rotation schedule.

The system purchased is the Ken Cook Automated Teaching Systems produced by Ken Cook Transnational, Milwaukee, Wisconsin. Designed to meet the needs of manufacturers of small engines for a quick, efficient way to train service personnel in the use of industry-approved procedures, the system was quickly adopted for use by our armed forces and by secondary and post-secondary schools.

Hardware for each work station consists of a metal bench with tool rack

superstructure, tools, small engines and an audiovisual projector which uses a slide-tape format, incorporating a student response feature. (Recently purchased units use the LaBelle film cartridge.) Programs offered involve five different two-cycle and four-cycle engines plus chain saw, outboard marine engines and blueprint reading. Cost of hardware for all programs averaged about $1,350 per work station.

To facilitate accountability and preserve tranquility, most hardware is permanently located in each school. (One district rotates hardware between middle schools within its jurisdiction.)

Software for the system was developed around a step-by-step procedure which lets students, two per work station, learn at their own rate. Most programs are segmented into 18 slide-tape units, each of which represents an average class period work load. Each stands alone as a complete learning experience which needs not be performed in predetermined sequence with other segments. So, the same tools and engines can be used by students in successive classes without the necessity of changing engine configuration. Cost per program is $1,500 to $2,500.

Saving accrues through software sharing and IED cooperative purchase of student materials. Sharing was developed to accommodate the semester sequence, to adjust to enrollment and to provide accessibility for as many students as possible.

The IED provides a program coordinator, an audiovisual repair service and materials inventory.

Individual students completed more than 1,900 programs during the 1974-75 school year. In 1975-76, 2,916 programs were completed, an increase of 51 per cent.

Arc welding programs were added during 1975-76, and 260 units were completed. Also added were sophisticated business machines which are rotated among the schools. These include memory typewriters, a teletrainer, cash registers, transcribing equipment and a Gestetner duplicator. Students completed 732 units last year.

Students, teachers, administrators and parents like the program which not only teaches skills, but can develop attitude changes to help students more easily adapt to conditions in work situations.

Visitors? Yes. For more information, contact Bayard W. Hillway.

79

Marion Intermediate Education District

Project GRASP (Governmental Responsibility and Student Participation)

GRASP is a social studies course in studying state and local government from the "inside." A student spends a minimum of four hours a week for not less than nine weeks interning in an agency of his or her choice to become familiar with the inner workings of governmental agencies. Students meet together on Fridays with their teacher in a seminar to share experiences and discuss the differences and the similarities. Besides learning a great deal about government and how decisions are made, these students become much more self-assured and responsible.

GRASP is not a work experience program. The students are usually supervised by someone in a middle management position, so they are exposed to the decision makers and their roles in government. It is, however, a career exploration vehicle, as many students take the course mainly to look into careers they are considering. Opportunities to explore in the government sector are rare to most students; this opens that door, as careers in government are wide and varied.

This began as a Title III, ESEA project, but is now sponsored by the IED. It is for students from all high schools in Marion County.

Visitors are welcome. There are course related materials available, including GAM (GRASP--Agency Model), a curriculum course developed by Salem teachers. Also there are teacher's manuals from the New Jersey Institute for Political and Legal Education (price list available). For more information, contact Tonia Sober.

Sheridan High School
School Enrollment 246

Sheridan School District 48J
District Enrollment 785

Cluster Exchange

Small school districts usually cannot offer a diverse curriculum in the preparation phase of career education. One alternative is to have a cluster exchange program between school districts.

Sheridan High School offers the construction cluster program to both Sheridan and Willamina High School students. Willamina High School, in turn, offers the forest products curriculum to Willamina and Sheridan students. This type of exchange program allows for more student participation

and teacher specialization. It definitely reduces the cost of offering both programs in both school districts. This program has worked out very satisfactorily. We have solved the transportation problem by getting special waiver forms so students can operate their own motor vehicles from one school to the other.

Visitors are accepted. Contact George Lanning, career education coordinator, or Dave Beasley, counselor, at Sheridan High School.

Baker, Grant, Harney, Malheur, Union and Wallowa Counties

SIXCO Project

A management process has been devised to bring career education to an isolated, rural, sparsely populated area of Oregon. The process is a comprehensive, multifaceted approach to the solution of educational problems faced by schools and students in the six-county (SIXCO) area of Baker, Grant, Harney, Malheur, Union and Wallowa.

Process components include: (1) a management and operation system for facilitating career education activities; (2) a procedure for assessing needs; (3) model programs in pilot centers; and (4) staff development programs. Program mobility is the central theme of SIXCO activities which include trailers, instructors, materials and students moving from one location to another to give or receive instruction.

The SIXCO project was initiated in 1972, when six eastern Oregon counties formed a consortium. The major purpose of the project was to provide comprehensive career education programs for public school students in grades K-12. Administration for the project was centered in a coordinating council consisting of six IED superintendents, a local school superintendent from each county, two community college people, two regional coordinators and a liaison person from the Department of Education. Fiscal management was provided by Malheur Intermediate Education District. Local school districts and county units write sub-proposals to secure funds for local priorities. The management process is currently being employed in the six-county area.

Groups involved are administrators, 50 per year; 20 counselors; 1,000 teachers; and 20,000 students in K-12.

Materials are available. For more information contact Sam Banner, SIXCO project director, at the Malheur IED.

SPECIALIZED PROGRAM FOR THE HANDICAPPED

Oregon State School for the Deaf
School Enrollment 220

Career Education Program K-12

The program at OSSD seeks to develop each student's competence in four major areas: self-understanding, interpersonal relations, skill development and career information. To accomplish this goal, the program includes the three phases of awareness (K-6), exploration (7-10), vocational preparation (11-12), plus a guidance program for K through 12.

Upon graduation, students demonstrate competence in making appropriate career decisions, and functioning effectively in the chosen clusters by demonstrating entry level skills and maintaining acceptable interpersonal working relationships. These are evaluated through a performance indicator checklist.

Staff

Primary responsibility for curriculum development and implementation is given to the staff as a whole, however, coordination of the total career education program, K-12, is the responsibility of the career guidance coordinator who also serves as counselor for grades 9-12. Two other key staff are the elementary guidance counselor for grades K-8 and the work experience coordinator for grades 11-12.

The elementary guidance counselor is responsible for seeing that each student meets objectives in the awareness and early exploration programs and for monitoring the program, K-8. The work experience coordinator teaches the diversified occupations class and arranges off-campus, on-the-job training and work experience for all juniors and seniors.

Awareness (K-6)

For a basic career guidance program, OSSD uses "The Valuing Approach to Career Education." This is supplemented by "Magic Circle", DUSO, filmstrips and videotapes in sign language showing our work experience students at their job sites. We also use signed videotapes of people in key occupations in the cluster areas, featuring deaf adults whenever possible.

Elementary classroom teachers use a checklist of 25 tasks that are common to a wide range of clusters to ensure students the opportunity of

practicing these tasks in the classroom setting. The tasks range from supervision of others to basic eye-hand coordination.

The awareness program includes an avocational center where students complete projects in several craft areas. To supplement the vocational area we are developing a prevocational center where common tasks can be applied in a vocational setting.

Exploration (7-10)

All students in grades 7 through 10 are scheduled into a series of 9-week exploration classes in 11 different cluster areas including agriculture, foods, textiles, metals, mechanics, clerical, electronics, forest products, building construction, graphic arts and art. The exploration classes are designed to give hands-on experiences and a survey of occupational information about jobs in the cluster.

In addition to the cluster classes all tenth grade students take a 9-week career guidance class. Students in this class review the cluster areas, take the GATB and interest inventory, and choose cluster areas that seem best suited to their individual needs. All the above exploration classes are required.

Vocational Preparation (11-12)

During the eleventh grade after students have chosen cluster areas, the work experience coordinator arranges an off-campus work site for on-the-job training. This is usually for nine weeks.

Vocational training continues in classes on campus or at the local community college. Counseling is provided to ensure the students have made cluster choices that best fit them. Students may change cluster areas if their on the job training indicates their first choices are not satisfactory. This unpaid on the job training is not required, but students are encouraged to participate.

During their senior year, all students are required to take paid, off-campus work experience for at least nine weeks. In addition, students attend a common diversified occupations class taught by the work experience coordinator who has a counseling background.

After graduation students may choose to enter employment full time or continue in a post-high school program for further training in their chosen careers.

APPENDIXES

Appendix A - Rainier High School Graduation Requirements 75
Appendix B - Suggested Application for Early Graduation 81
Appendix C - Career Preparation Development Centers 83
Appendix D - Regional Career Education Coordinators 85
Appendix E - Bibliography 87

APPENDIX A

RAINIER HIGH SCHOOL GRADUATION REQUIREMENTS

Students graduating from Rainier High School will be required to complete 22 units of credit. These credits will be earned in the following areas:

Communications	3
Social Science	2
Citizenship Education	1
Health Education	1
Physical Education	1
Science	1
Mathematics	1
Personal Finance	1
Career Education	1
Electives	10
Total	22

Students graduating from Rainier High School will also be required to meet a minimum competency level in the areas of Personal Development, Social Responsibility and Career Development. These competencies have been developed by school staff members, citizens of the community and students of the high school. Competencies are assigned to required courses in such a manner that all competencies will be covered for all students and will be checked in the designated required courses.

Students must also complete a program of twelve years of formal educational experience which will include four years at the high school level. However, provision has been made so students may complete their education and be graduated in programs in more or less than the stated length of time. Programs of more or less than four years at the high school level must be planned and approved in advance.

A high school diploma will be granted upon successful completion of all required state and local district program units of credit, demonstrated performance and fulfillment of attendance requirements.

A certificate which identifies acquired competencies may be awarded to those students who have met some, but not all, of the requirements for the diploma and have elected to end the formal school experience.

A certificate of attendance may be awarded to those students who

meet neither the required number of credits nor the competency level for graduation but have met the attendance requirement and have elected to end the formal school experience.

How Credit Requirements May Be Met

COMMUNICATIONS, 3 units

Students will be required to earn 1/2 unit of credit in English I Composition, 1/2 unit in English I Literature, 1/2 unit in Writing and 1/2 unit in Speech and Careers (see page 42). The other 1 unit of credit may be earned by selecting courses from the offerings of the English department that correspond to the needs and desires of the individual student.

SOCIAL SCIENCE, 2 units

Students will be required to earn 1 unit of credit by taking a year of Geography. One-fourth credit must be earned in Comparative Political Systems, and the remaining 3/4 will be earned in a selective program, chosen from the following courses: Minorities 1/4, Labor in America 1/4, Causes of War 1/4, U. S. Foreign Policy 1/4, Reform and Depressions 1/4. (Other electives may be made available in the future.)

CITIZENSHIP EDUCATION, 1 unit

Students will be required to earn 1/4 unit of credit in Driver's Training and 1/4 unit in U. S. Government. The remaining 1/2 unit may be earned by selecting courses offered in the area of citizenship education.

HEALTH EDUCATION, 1 unit

Students will be required to earn 1 unit of credit by selecting a series of at least four 1/4 credit courses offered in the health education area.

PHYSICAL EDUCATION, 1 unit

Students will be required to earn 1 unit of credit by selecting at least four 1/4 unit courses offered in the area of physical education.

MATHEMATICS, 1 unit

Students will be required to earn 1 unit of credit in mathematics by taking a course in Math I, Math II, Math III, Algebra A, B, or X-Y. Students will be counseled into appropriate math classes on the basis of the testing program for entering ninth graders.

PERSONAL FINANCE, 1 unit

Students will be required to earn 1 unit of credit in the area of personal finance by completing a combination of courses whose total credit is equal to 1 unit.

CAREER EDUCATION, 1 unit

Students will be required to earn 1 unit of credit in career education. One-half unit may be earned in a required course of Speech and Careers. The other half unit may be earned through actual off-campus work experience, independent study, or by designating an elective course in a planned program as a career credit. A sample "Classroom Competency Report" to record verified competencies appears on page 79.

ELECTIVES, 10 units

Students will be required to earn 10 units of credit in courses which they elect from the variety of offerings. They will be counseled and encouraged to take a set of courses that will best prepare them for their long-range goals and plans.

Alternative Educational Experiences

Oregon Administrative Rule 22-125 provides for local district school boards to adopt policies allowing for individual program completion in more or less than twelve school years. Education gained outside the formal schooling experience may be considered in the granting of credit. Local district school boards may adopt policies to allow for credit by examination or credit for off-campus experiences.

Alternative educational programs are defined as those learning experiences in which a majority of the learning takes place outside of the regular classroom situation and may be primarily supervised by someone other than a school employee in a setting removed from the regular building and grounds. These alternative learning experiences shall be accepted as part of the school curriculum and shall be described in specific policy statements.

The rationale for these programs is that the community should be recognized as an extension of the classroom. Involvement in the ongoing activities of diverse business enterprises, community agencies and other government and private organizations can provide valuable educational experiences for students. Schools should maximize the use of local resources in designing educational programs appropriate to meet students' needs, interests and abilities.

Independent Study

Independent study is made available to students in all grade levels. To enroll in an independent study, the student must file an application signed by the student, the student's parents, the instructor and the principal. Before the course begins the instructor and student work out and file a planned course statement with the school's curriculum council for approval.

Independent study is offered only as an enrichment experience in subject areas not included in the curriculum, to provide in-depth study opportunities not possible in the classroom setting, or in cases where a scheduling problem makes attendance in a specific course impossible.

Off-Campus Experiences

Students may earn credits toward graduation in approved off-campus experiences. A maximum of 2 credits per year will be granted.

- To be considered for credit the experience will be described in a written agreement among the student, his or her parents, the school, and the specific agency involved. Prior to the experience the agreement must be approved, and the school staff person responsible for granting credit for the experience must file a planned course statement. (See "Application for Off-Campus Experience," page 80.)

- Credit will be granted according to the following:

  For simultaneous enrollment nine quarter hours equals one unit of high school credit. A student may not earn more credit off campus than he or she is earning on campus during a quarter of simultaneous enrollment.

  Credit may be granted for courses taken in agencies other than accredited colleges and for other off-campus experiences such as travel.

  Credit for work experience is equated with time spent in class. One hundred thirty clock hours of work experience is the minimum requirement for one unit of credit.

- Off-campus experience must be integrally related to the student's personal goals and objectives.

- Supervision of off-campus experience will be done by a certificated school staff member.

Classroom Competency Report

Course Title_____ Area of Study_____

1st 2nd 3rd 4th Quarter Required Selective Elective

Teacher_____ Credit by Exam Available? Yes No

Alternative Learning Experience: __Independent Study __Off-Campus
__Research __Examination

Student Name	Grade	Comp	Comp	Comp	Comp	Comp	Comp	Comp
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
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25.								
26.								
27.								
28.								
29.								
30.								

I certify that the above named students met the competencies listed on this sheet on the dates indicated.

Proposed Application for Off-Campus Experience

Name of Student_____ Date_____

Grade: __9 __10 __11 __12 Credit to be earned from experience___

Description of the off-campus experience:

Where will the off-campus experience take place?_____

The experience will begin_____ and will end _____

Sponsoring agency_____

Name and address of contact person_____

_____

What is the educational goal of this off-campus experience and how is it related to the student's planned program and long-range goals?

Approved by:

_____
(Student's Signature) (Date)

_____
(Counselor's Signature) (Date)

_____
(Parent's Signature) (Date)

_____
(Principal's Signature) (Date)

_____
(Agency Representative's Signature) (Date)

APPENDIX B

SUGGESTED APPLICATION FOR EARLY GRADUATION

Name of Student_____ Date_____

Reason for requesting early graduation: __School __Work __Personal

If early graduation is for work or further schooling, indicate the name and address of the school you will be attending or the name and address of the firm for which you will be working:

Name_____

Address_____

If early graduation is for personal reasons please explain: (If you prefer, attach a sealed letter addressed to the counselor of your choice, explaining your reason for requesting early graduation.)

_____

_____

How will early graduation relate to your long-range plans and goals?

_____

When will you complete the requirements for graduation?_____

Approved by:

_____
(Student's Signature) (Date)

_____
(Parent's Signature) (Date)

_____
(Counselor's Signature) (Date)

_____
(Principal's Signature) (Date)

_____
(Employer's or College Representative's Signature) (Date)

APPENDIX C

CAREER PREPARATION DEVELOPMENT CENTERS

ACCOUNTING - Centennial High School, Gresham

AGRICULTURE - Cascade High School, Turner

BOOKKEEPING - Centennial High School, Gresham

CLERICAL - Lebanon High School, Lebanon

CONSTRUCTION - Canby High School, Canby

ELECTRICAL - Sabin Skill Center, Milwaukie

FOOD SERVICE - Aloha High School, Beaverton

FOREST PRODUCTS - Pleasant Hill High School, Pleasant Hill

GRAPHIC COMMUNICATIONS - Tigard High School, Tigard

HEALTH OCCUPATIONS - Grants Pass High School, Grants Pass

MARKETING - Crescent Valley High School, Corvallis

METALS - Roosevelt High School, Portland; Scappoose High School, Scappoose

MULTI-CLUSTER - Hermiston High School, Hermiston

SECRETARIAL - Lebanon High School, Lebanon

SERVICE OCCUPATIONS - Taft High School, Lincoln City; Beaverton School District

COOPERATIVE WORK EXPERIENCE - Crater High School, Central Point

p 82, blank

APPENDIX D

REGIONAL CAREER EDUCATION COORDINATORS

Coordinator	Counties	Address	Phone
Sam Banner	Malheur Baker Harney Grant	PO Box 156 Vale 97918	473-3138
Bill Bell	Wasco	422 E. Third Street Hammel Building The Dalles 97058	298-5155
Garth Davis	Umatilla Morrow	404 SE Dorion Avenue PO Box 38 Pendleton 97801	276-6616
Chuck Dymond	Clatsop Tillamook	3194 Marine Drive Astoria 97103	325-2862
Nat Etzel	Jackson Josephine	101 N. Grape Medford 97501	779-5510
Burr Fancher	Linn-Benton Lincoln	905 E. Fourth Avenue PO Box 967 Albany 97321	928-6144
Alan Goetz	Multnomah	PO Box 16657 Portland 97216	255-1841
Chuck Howell	Union Wallowa Baker (city)	1100 K Avenue LaGrande 97850	963-4106
Ernie Keller	Washington	14150 Science Park Drive Portland 97229	641-7191
Paul Mallonee	Klamath Lake	Veterans Memorial Bldg. Klamath Falls 97601	882-7721
Ron Munkres	Lane	1200 Highway 99, N Eugene 97402	689-6500

p 84, blank

Coordinator	Counties	Address	Phone
Ron Olsen	Coos Curry	1975 McPherson Street North Bend 97459	756-3138
Al Pfahl	Clackamas	Marylhurst Campus Marylhurst 97036	635-4341
Jerry Shiveley	Douglas	1971 NE Stephens St. Roseburg 97470	672-6571
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APPENDIX E

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OCCUPATIONAL CLUSTER GUIDES

Accounting
Agriculture
Building Construction
Clerical Occupations
Electricity/Electronics
Food Service Occupations
Forest Products
Graphic Communications (now under development)
Health Occupations
Industrial Mechanics
Marketing
Metals
Service Occupations
Steno-Secretarial

OCCUPATIONAL CLUSTER ASSESSMENT GUIDES

Accounting
Agriculture
Building Construction
Cooperative Work Experience
Electricity/Electronics
Food Service
Forest Products

OCCUPATIONAL CLUSTER ASSESSMENT GUIDES, Continued

Health Occupations
Industrial Mechanics
Marketing
Metals
Office Occupations
Service Occupations

CLERICAL

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